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## An Assessment of the Current Practice of Teacher Evaluation in Saudi Arabian Universities and the Development of a Teacher Evaluation Program Based on This Study

Sana Ahmed Mansour  
*Portland State University*

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AN ASSESSMENT OF THE CURRENT PRACTICE OF TEACHER EVALUATION  
IN SAUDI ARABIAN UNIVERSITIES AND THE DEVELOPMENT  
OF A TEACHER EVALUATION PROGRAM BASED  
ON THIS STUDY

by

SANA AHMED MANSOUR

A dissertation submitted in partial fulfillment of the  
requirements for the degree of

DOCTOR OF EDUCATION  
in  
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Portland State University  
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TO THE OFFICE OF GRADUATE STUDIES:

The members of the Committee approve the dissertation of  
Sana Mansour presented November 17, 1988.

[REDACTED]  
Mary K. Kinnick, Chair

[REDACTED]  
Kenneth Kempner

[REDACTED]  
Judith Edwards Allen

[REDACTED]  
Jon Mandaville

[REDACTED]  
Marguerite Marks

[REDACTED]  
Nancy Kopoloff 66

APPROVED:

[REDACTED]  
Robert B. Everhart, Dean, School of Education

[REDACTED]  
Bernard Ross, Vice Provost for Graduate Studies

AN ABSTRACT OF THE DISSERTATION OF Sana Mansour for the  
Doctor of Education in Educational Leadership presented  
November 17, 1988.

Title: An Assessment of the Current Practice of Teacher  
Evaluation in Saudi Arabian Universities and the  
Development of a Teacher Evaluation Program Based on  
This Study.

APPROVED BY THE MEMBERS OF THE DISSERTATION COMMITTEE:




Mary K. Kinnick, Chair



Kenneth Kempner



Judith Edwards Allen



Jon Mandaville



Marguerite Marks



Nancy Korploff

The purpose of this study was to examine the effectiveness of the current requirements of teacher evaluation at Saudi Arabian universities and to develop a teacher evaluation program that would fit the current need and support Saudi social and religious values.

The site of the study was King Abdulaziz University (K.A.U.) in Jeddah, Saudi Arabia. Population of the study included a random sample of senior students and faculty from the Women's Section of the university. Of 350 surveyed students, 224 responded, and 55 out of 150 surveyed faculty responded. The Dean and the Vice Deans of the Colleges of Science, Medicine, Arts and Literature, and Economics and Administration in the Women's Section were interviewed.

The study involved two phases. The first phase was the assessment, for which interviews and surveys were employed. Interviews of top administrators at K.A.U.'s Women's Section had two aims: to get top administrators' views of the current requirements of teacher evaluation at K.A.U., and to define the need for employing a formal system of teacher evaluation.

The faculty survey sought faculty members' views on the methods of instructor evaluation currently employed and their preferences regarding a wide range of instructional evaluation techniques. The student survey sought to ascertain students' wishes to improve the process of learning by participating in teacher evaluation. Development of a

proposed teacher evaluation program followed an analysis of the interviews and surveys.

The second phase of the study was the field review. The proposed teacher evaluation program was reviewed by a selected sample of 13 top administrators at K.A.U. in both the Men's and Women's Sections and by two top administrators in both King Saud University and King Faisal University. Field reviewers were asked about program clarity and the feasibility of its employment.

Findings from phase one, the assessment, indicated the need for a formal evaluation system to replace the currently employed practice of teacher evaluation. This finding led to the development of a teacher evaluation program that takes into account the felt need of students to participate in the evaluation process without fear of any kind of reprisal from faculty and the desire of faculty not to have their status within the university system compromised by such a process. Findings of phase two, the field review of the program, resulted in a revised and final version of the program.

The final teacher evaluation program contains three major components: (1) campus orientation, designed to acquaint faculty and students with the program and help them to understand its purpose and adjust to its employment; (2) students' rating, which includes a questionnaire to be used by students to evaluate instruction, along with various

options for administering the questionnaire; and (3) data analysis, interpretation and improvement strategies.

## DEDICATION

To my mother . . . words cannot express the gratitude I feel for her; for the sacrifices, the continued giving, and the support she provided to me, and my brothers and sisters, throughout the years. Thank you mother.

And to my father . . . I know he would be proud if he were with us now. May God bless his soul.



## ACKNOWLEDGEMENT

With humbleness and faith I thank Almighty God for giving me the will to achieve my doctorate.

I would like to thank H. R. H. Prince Naif Bin Abdulaziz for sponsoring me during my studies in the United States.

Many thanks to my advisor and the chairperson of my doctoral committee, Dr. Mary Kinnick, Assistant Dean of the School of Education, Portland State University, who with her busy schedule found the time to provide me with unlimited assistance and direction throughout the development of the dissertation.

I would like to thank Dr. Kenneth Kempner, Assistant Professor of the Department of Educational Policy and Management, University of Oregon, and a member of my doctoral committee who first got me interested in the area of evaluation. And Dr. Marguerite Marks, a remarkable woman and an expert in Saudi Arabia.

I also want to extend my gratitude to the Dean, the Vice Deans, Faculty and Senior Students at K.A.U. Women's Section, with special thanks to Vice Dean Goharah Al-Malluh. Her efforts and support for this study were invaluable. I thank top administrators at Saudi Arabian universities for

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## CHAPTER I

### INTRODUCTION

Saudi Arabia is located in the Arabian Peninsula. It occupies 865,000 square miles. Saudi Arabia is bordered in the north by Kuwait, Iraq and Jordan, in the south by the two Yemens and Oman, in the west by the Red Sea, and in the east by the Persian Gulf and the Gulf sheikdoms of Bahrain, Qatar, and the United Arab Emirates. Figure 1 presents Saudi Arabia's location and borders.

Saudi Arabia is divided into four major provinces. The Central Province, Najd, is the largest, populated by four million people. Riyadh, the capital, is located in Najd. The Eastern Province, which has specific economic importance because of its oil fields, has a population of a million and a half. Its major cities are Dhahran, Dammam, and Algateef. The Southwestern Province, Asir, is known for its farming land. Its population is a million and a half. Its major cities are Abha, Najran, and Gizan. The Western province, Hijaz, includes the cities of Makkah and Medina. This is the heart land of the Islamic world. Other cities in Hijaz are Jeddah and Taif. Hijaz's population is estimated at a million and a half.

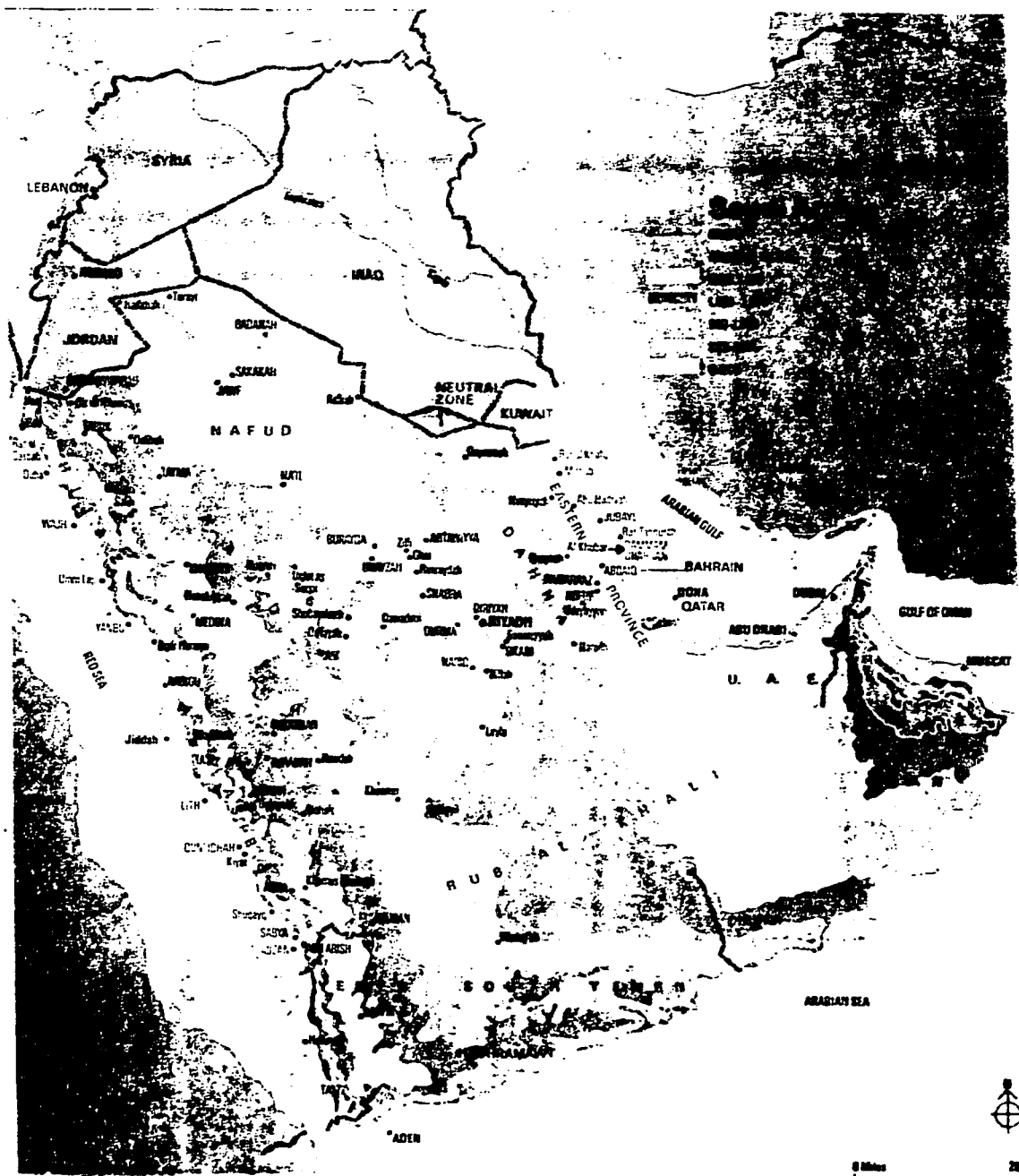


Figure 1. Map of Saudi Arabia (Schofield, 1986, p. 8).

Prior to the discovery of oil on Saudi soil in the 1930s, the people of Saudi Arabia lived in poverty. Over the five decades after the discovery of oil, Saudi Arabia has become one of the richer countries of the world. Its land still contains larger proven oil reserves than those of any other country.

In the three decades following the discovery of oil, the Saudi government instituted far-reaching plans drawn on oil revenues to develop the country. These plans came to fruition in the 1970s and 1980s.

According to Powell (1982):

Never before in human history has an economic and political revolution taken place on the scale of the one that is currently taking place on the Arabian Peninsula. (p. 15)

The country has undergone a dramatic period of economic and social change. Development took place in all areas of the society, and in education in particular.

#### EDUCATION IN SAUDI ARABIA

Prior to the institution of the current development plan, Saudi education was limited to teaching about the Islamic religion. Informal schools, Al-Kuttab, were located in mosques and were available to boys of different ages. The goal of education was to teach the meaning of the Quran, the holy book of Islam. Lectures were given on the meaning of the scriptures, and passages were committed to memory (Hitti, 1943).

Religious instruction for girls, where it existed, was conducted at home by close family members. In the traditional Saudi education, the teacher's role, a much respected one, was derived from Islamic religious teachers. Teachers had a social status--and still do. As the Arabic proverb puts it, "Whoever teaches me a letter, to them I shall become a slave."

Education is considered by Saudi officials as a way to build the individuals in the society, to enable them to participate in the development of their country. Education is free. However, its recipients are indebted to the Saudi government, which requires them to work for the state upon graduation (Schofield, 1986, p. 186).

The Ministry of Education was established in 1952. Its role is to supervise the elementary, intermediate, and secondary levels of education (Al-Zaid, 1982, p. 28). In addition, the Saudi government has considered higher education as an important priority. All institutions of higher education are under the supervision of The Ministry of Higher Education (Saudi Arabia, Kingdom of, Ministry of Information, 1981). These are among the Ministry guidelines for planning higher education:

- Colleges and universities in the Kingdom are established in the various regions in accordance with each region's nature and special needs.
- Islamic culture is a basic course in all years of the Higher Education syllabus.

- University education should develop in accordance with the country's needs, and should attain the highest possible level.
- Universities should be uniformly administered so that teaching staff and students can easily be transferred from one establishment to another. On the other hand, fruitful competition between universities in areas of scientific research and student services should be maintained and fostered.
- Universities should be developed in a manner calculated to meet the Kingdom's manpower requirements for experts and well qualified cadres capable of participating to the full in their country's overall plans. (p. 15)

The Saudi government spends enormous sums of money on its universities in order to enable its young people to participate in the development of their country. King Saud University (K.S.U.) was established in Riyadh in 1957. Girls had an opportunity to enroll, by arrangement, part-time in 1961 and, later, full-time in 1976. K.S.U.'s budget was 5.4 million riyal in 1979. In 1985 it jumped to 4925.2 million riyal; and in 1986 it reached one billion, 997 million and 300 thousand riyal. King Abdulaziz University (K.A.U.) in Jeddah started in 1968 as a private university; later in 1971 it became a public university. In 1985 its budget reached one billion, 373 million riyal. King Faisal University (K.F.U.) in Dammam was established in 1975. Its budget reached 450 million riyal in 1985. Umm Al Qura University in Makkah is the university most recently established in Saudi Arabia. Its budget reached 453 million riyal by 1985 (Reading in the Third, 1987, p. 7). The

Islamic University in Medina was established in 1960 (Kayat, 1983). Imam Mohammed Bin Saud Islamic University in Riyadh was established in 1974 (Al-Zaid, 1982): King Fahd University of Petroleum and Minerals in Dhahran (K.F.U.P.M.) was established in 1964. Its major goal is to graduate students in engineering studies and science (Al-Zaid, 1982). Its budget reached 523 million riyal in 1985 (Reading in the Third, 1987, p. 7)

The structure of higher education in Saudi Arabia is shown in Figure 2, which lists the universities in the Kingdom and the colleges each comprises.

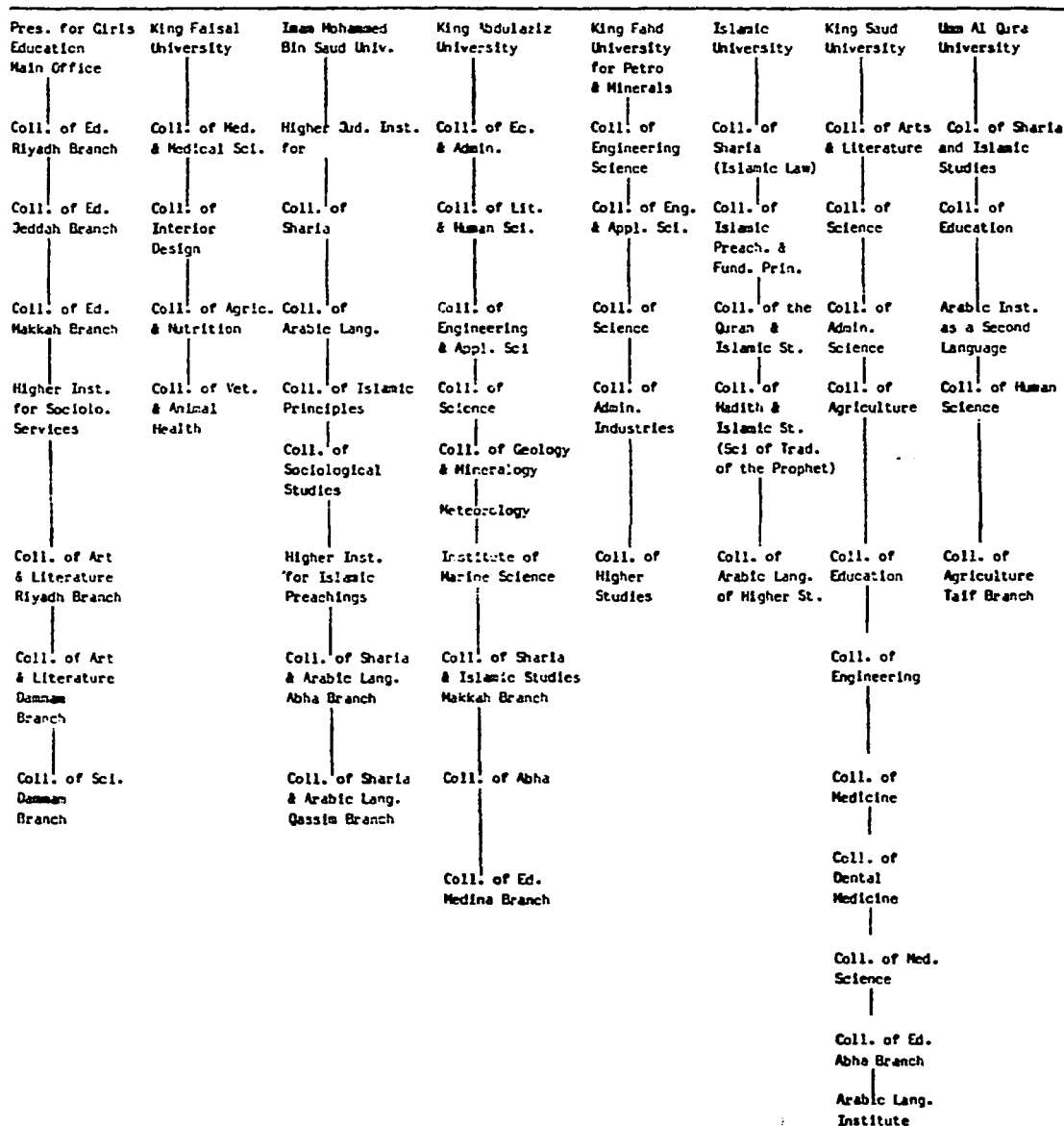
The general aims of higher education in the Saudi society are as follows:

- (1) Promoting loyalty to God and continuing the process of providing a student with the Islamic culture which will make him feel responsible, as part of his duty towards God, for the Muslim nation, so that his educational and practical abilities may be useful and fruitful.
- (2) Preparing citizens who are highly qualified educationally and intellectually to perform their duties towards their country and to promote its level in the light of the proper Islamic beliefs and the sound Islamic principles.
- (3) Providing an opportunity for the highly gifted persons to resume their higher level studies in their various scientific specializations.
- (4) Performing a positive role in the field of scientific research, thus contributing to world progress in arts, science and inventions and finding the appropriate sound solutions to the requirements of advanced life and its technological aspects.

## STRUCTURE OF HIGHER EDUCATION IN SAUDI ARABIA

General  
Presidency  
for Girls'  
Education

Ministry of Higher Education



**Figure 2.** Structure of higher education in Saudi Arabia (Kayat, 1983, p. 229). Figure is translated and updated by the researcher.



- (5) Giving a boost to the movement of academic research and production so as to let academic advancement be in the service of the Islamic thought and to enable the country to play its leading role in the building of human civilization on genuine principles that can lead mankind to righteousness and integrity of conduct, and prevent it from slipping into degradation of material and secular diversions.
- (6) Translation of useful science and arts into the language of the Quran (Arabic) and enriching the resources of the Arabic language by the incorporation of loan terms and expressions that can meet the needs of Arabic translations and make knowledge available to the largest number of citizens.
- (7) Undertaking (innovative) training and study services which can transmit to on-job graduates the new developments, which appeared after their graduation, for their information. (Al-Zaid, 1982, pp. 51-52)

Each of the universities has a women's section except for K.F.U.P.M. and the Islamic University. Each sex has its own administration, campus and staff. While the two sexes are segregated, the opportunity for education is equal, except for the fields where physical strength is needed and requires job performance in the working field (e.g., farming mechanical and civil engineering, and industrial engineering). Education, however, is equal in quality and availability in areas like medicine, business, science, literature, etc. Additionally, when men and women graduate with the same degree and enter the same occupations, they will receive equal pay in public and private sectors. Women's education in Saudi Arabia is presented in Chapter II.

To achieve a new educational structure--one comprising both male and female students--the Saudis have had to rely strongly on foreign resources and personnel. In 1980 Saudi faculty of both male and female sections at all universities in the Kingdom accounted for only 33.7% of the total 8,406 faculty members (Kayat, 1983, p. 224).

Non-Saudi faculty members are from friendly countries such as Pakistan, India, Egypt, the U.S.A., France, the United Kingdom, Palestine, Jordan, Syria, and others. This mixture of faculty members has benefitted Saudi students, exposing them to a wide and versatile range of experience and knowledge. However, it has caused some problems, too. For instance, faculty have lacked the chance to work as a unit, separated as they were by language, nationality, and education. Moreover, with very few exceptions contracts for faculty members do not exceed five years (Kayat, 1983, p. 225).

To cover the native Saudi shortage of manpower, Saudi students are sent out, at government expense, to neighboring Arab countries and to friendly countries abroad. As recently as 1987 there were 5,000 students sent to the U.S., 3,000 to the United Kingdom, 1500 to Egypt, 800 to Pakistan, and 200 to Canada (Reading in the Third, 1987, p. 7).

Saudi students are sent to study in the various academic and technical disciplines. The development plan provides for the gradual replacement of foreign faculty

members by those Saudi students as they complete their training abroad and return home.

However, it is obvious that Saudi students who are sent outside the Kingdom to obtain higher education will be returning from each country, each of which has its own approach to education. The new teaching members will have the task of attempting to integrate Saudi values and laws to the presentation of their course material in class. In addition, to some degree they will need to integrate the various approaches to teaching that formed the basis of their training. They will need to do this at a time when they are novice teachers in need of help in developing their skill at teaching.

Sorely needed is an appropriate teacher evaluation system that would give these new teachers the feedback and guidance they need to help develop their teaching skills. Such an evaluation system would be vital to the development of a coherent and culturally appropriate Saudi Arabian educational system.

It is the purpose of this study to address the issue of the urgent need for teacher evaluation in the new Saudi educational system.

#### BACKGROUND OF THE PROBLEM

Teacher evaluation in higher educational institutions is generally recognized as a basic mechanism for maintaining

and improving the quality of educational instruction. In most technically advanced countries, such as the United States, a teacher's performance in class is periodically under evaluation. In fact, in some universities there are groups specifically established to help instructors improve their teaching. Although there is a dramatic need for guiding and integrating a system of teacher evaluation in Saudi Arabia, such a system, unfortunately, is not in effect at the present time. Although the Saudi government is committed to improving its system of higher education, under the current system teacher evaluation is not seen as an important issue.

Teacher evaluation has many motives. Among them are improving teacher performance in class, improving students' learning, helping in staffing decisions and promotions, and for instructional accreditation (Hawley, 1976, p. 2).

According to faculty evaluation forms of Saudi universities, evaluation of faculty members takes place yearly. The department chair is to submit an evaluation report to the college dean. The report includes: (1) the opinion of the department chair of the instructor's academic performance; (2) the number of complaints against instructors' and (3) the instructor's participation in departmental development and academic activities, such as participation in research, publication, and conferences. The college dean then reviews the report, indicates his view, and submits for

approval the expanded reported to the university president. Decisions concerning promotion, tenure, and contract renewal take place as a result of this process. Faculty evaluation forms are discussed further in Chapter III, where related literature is reviewed.

The Kingdom of Saudi Arabia Public Administration for Civil Service Employment Chart (1984, p. 9) contains item 63/10, which requires a yearly evaluation of job conduction in both governmental and public sectors. In practice, however, university instructors are not thus evaluated.

#### THE PROBLEM

It is the observation of the researcher that evaluation of teaching performance in class has received little attention or, rather, is not sufficiently recognized as useful by leaders and administrators of universities in Saudi Arabia. Although the Saudis place great emphasis on higher education (for instance by spending enormous sums of money on it), their higher education system does not at present require evaluation of classroom performance of teachers.

#### PURPOSE OF THE STUDY

The purpose of this study is, first, to examine the requirements of teacher evaluation currently in use in Saudi Arabia, including its policies, processes, and forms;

second, to assess the level of effectiveness of the current requirements of evaluation from the perspective of a sample of students, faculty and administration; and third, to develop a program of teacher evaluation for use in Saudi Arabian universities. The overall goal of this study is to develop an evaluation program that will both support Saudi religious and social values and improve the teaching and learning process in Saudi Arabian universities.

#### THE RESEARCH QUESTIONS

To help in the pursuit of these goals, the following questions may be posed:

- o How effective are the current teacher evaluation requirements in Saudi Arabian universities?
- o What are the administration, faculty and students' views of the current requirements of teacher evaluation?
- o What are the views of faculty on having their class performance evaluated by students, peers, department chair, and self-evaluation?
- o Why would faculty consider the evaluation of their classroom performance to be disrespectful of their social status?
- o What factors need to be considered in the development of an appropriate evaluation program for Saudi Arabian universities?

### SIGNIFICANCE OF THE STUDY

There has not been a study of this nature conducted in Saudi Arabia. This study could help in improving communication between instructors and students, and should be most helpful to K.A.U.'s Women's Section, as that is the site of the study, and its students and faculty are the subjects of the study. Finally, this paper might inspire further academic inquiries designed to improve teaching and learning practices.

### LIMITATION OF THE STUDY

This study is limited to the extent that its population was confined to the Women's Section of King Abdulaziz University (K.A.U.). Their views--faculty, students and administrators--might not represent the views of the population of the Men's Section at the same university or of the populations of other women's and men's sections at universities in the Kingdom. Therefore, the teacher evaluation program developed by the researcher might be unsuitable for other universities in Saudi Arabia.

### DEFINITION OF TERMS

--Ministry of Education: Is a governmental establishment which directs and supervises the public

education system in Saudi Arabia for boys from kindergarten to secondary school.

--Ministry of Higher Education: Is a governmental establishment which directs and supervises the higher education system in Saudi Arabia.

--General Presidency for Girls' Education: Is a governmental establishment which directs girls public education in Saudi Arabia from kindergarten to college.

--Islam: Means "submission" to God's Will as revealed through the Prophet Mohammed. One of the three major monotheistic faiths in the world. From its foundation in the Arabian heartland some 1400 years ago, Islam's devotees today extend around the globe totaling approximately 800 million.

--Mohammed: Is God's last prophet and messenger to all nations. He is accepted as a mortal human being as he is neither worshiped, nor did he create the Islamic religion.

--The Quran: Is the holy book of Islam, sets forth the fundamental tenets of Islam as revealed by God to Mohammed (may peace be upon him) 1,400 years ago.

--The Hadith: Is tradition based on the Prophet Mohammed's words and deeds, serving as one of the sources of Islamic law.



--Sharia: Is the Islamic law of the land, based upon the Quran. It embraces a code of Islamic justice, morals, ethics, and religious duties.

--Hajj: Is pilgrimage to Makkah, one of the Five Pillars of Islam. It is obligatory only for those who can afford it at least once in a lifetime.

--Riyal: Is the Saudi Arabian currency. Currently 3.075 riyal equals one U.S. dollar.

--Jeddah: Is a major city on the Red Sea in the western province of Saudi Arabia.

--Makkah (Mecca): Is the Muslims' Holy City where Hajj takes place and where the prophets Abraham and Ismael built the Kabah (House of God). Islam's central shrine towards which all Muslims turn their faces in their daily prayers, no matter where they may be.

--Riyadh: Is Saudi Arabia's capital.

--Al-Zaitona: Was formerly a mosque and currently a university in Tunisia.

--Al-Qaraween: Was formerly a mosque and currently a university located in Fess Morocco.

--Al-Azhar: Was formerly a mosque and currently the largest Islamic university in the Islamic world, located in Egypt.

--Al-Kuttab: Is derived from the word Ketab which means book in the Arabic language. It is the first form of

schooling in Saudi Arabia that provided religious teaching including basic education.

#### ORGANIZATION OF THE STUDY

This study is organized into seven chapters, bibliography and appendices. The chapters are presented in the following order:

Chapter I: Introduces the study, education in Saudi Arabia, background of the problem, the problem, the purpose of the study, the research questions, significance of the study, its limitations, and definitions of terms and organization.

Chapter II: Presents an overview of women's education in Saudi Arabia.

Chapter III: Reviews the related literature in the U.S. and Saudi Arabia.

Chapter IV: Presents the procedure of the study.

Chapter V: Contains phase one which presents findings of the assessment and phase two which presents findings of the field review.

Chapter VI: Presents the revised version of the proposed teacher evaluation program.

Chapter VII: Includes the summary, conclusions and recommendations of the study.

## CHAPTER II

### WOMEN'S EDUCATION IN SAUDI ARABIA

This chapter gives a brief history of the education of women in Saudi Arabia, from its beginning through its recent development.

#### HISTORY OF GIRLS' EDUCATION IN SAUDI ARABIA

Prior to 1960 girls were educated by private tutoring or in small, private schools whose methods of education were elementary (Saudi Arabia, Kingdom of, General Presidency of Girls Education, 1970). Some of these schools drew their books and curricula from the boys' schools, which though already established were still in the process of being developed as supervised by the Ministry of Education. Others developed their own curricula (Sulaiman, 1983, p. 265).

Parents generally had a hard time trying to obtain education for their girls. In 1960, however, the government of Saudi Arabia recognized the importance of girls' education and planned a project to establish a separate institution to manage this education. This led in 1970 to the formal establishment of the General Presidency of Girls' Education (Sulaiman, 1983, p. 266).

Prior to the formal establishment of the General Presidency, fifteen elementary schools were established in major cities of the Kingdom. The first intermediate school was established in 1964, the first public high school was established the same year (Sulaiman, 1983, p. 266). Generally, between 1960-1970 girls' education depended on a limited number of private and public institutions. The researcher herself in 1965 was enrolled in the first grade in a school that was supervised by the Saudi Ministry of Defense. Children of officers and staff of such Ministry could attend.

#### THE GENERAL PRESIDENCY OF GIRLS' EDUCATION

The General Presidency of Girls' Education is an educational institution established by the government in 1970 to supervise girls' education at all levels (Al-Zaid, 1982, p. 31).

Its major objectives are:

1. to establish girls' school in all the educational stages.
2. to develop the plan and curricula of education in these schools.
3. to exercise technical and administrative supervision.

4. to appreciate girls' social and environmental conditions during the development of the planning process (Sulaiman, 1983, p. 267).

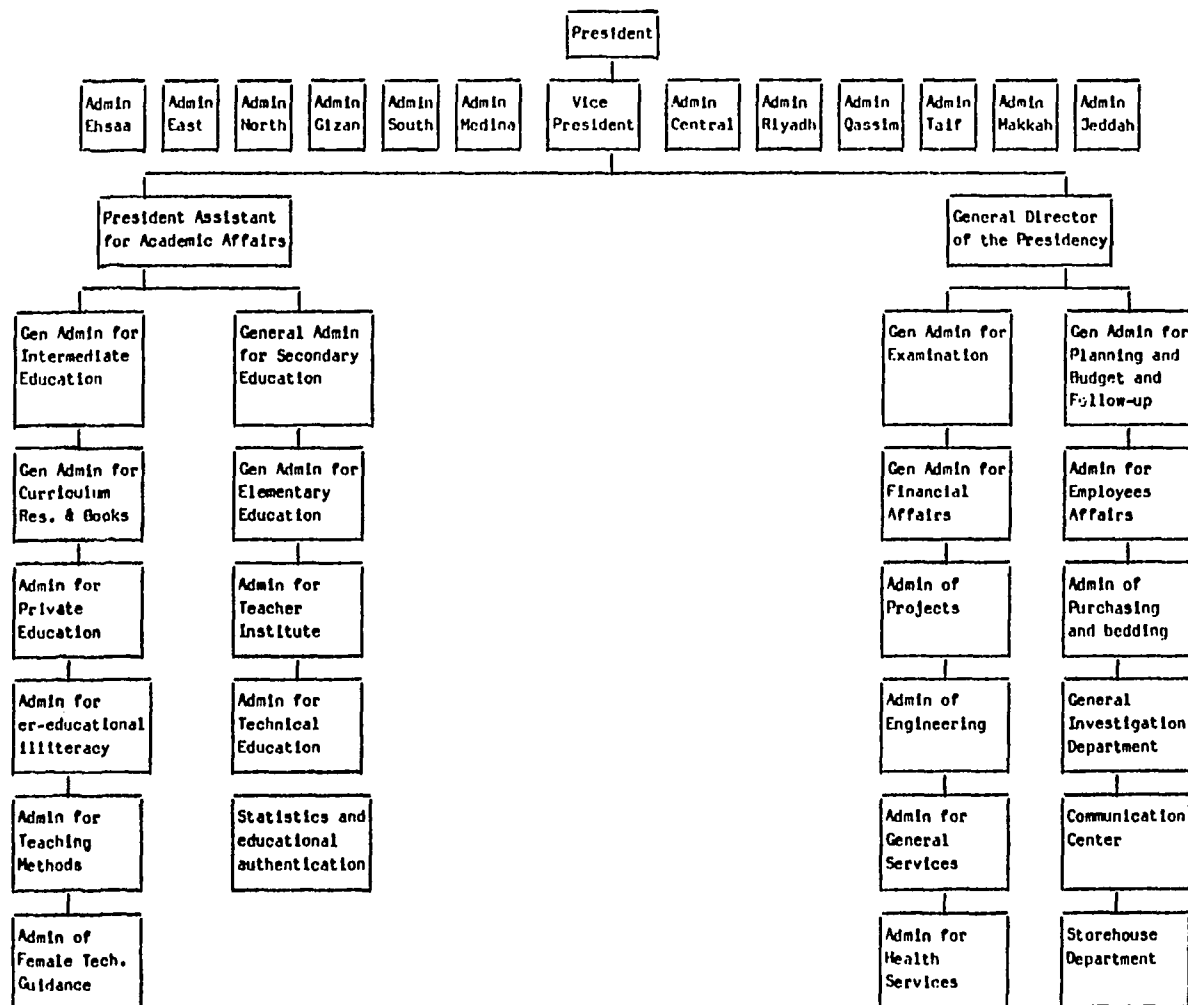
By 1985 the enrollment of girls at the elementary level was 462,203; 125,242 at the intermediate level; and 54,889 at the high school level (Education Leader, 1985, p. 18).

#### Administrative and Educational Structure

The administrative and educational structure of the Presidency of Girls' Education is shown in Figure 3. This chart presents the administrative structure of the presidency and the regional administration. It is responsible for supervising administrative and financial matters, employees' affairs, public services, the budget, and evaluations of teachers. The educational structure represents the educational side. Its duty is to supervise education in all levels.

The government of Saudi Arabia has spent 5 billion riyals, (over \$1.25 billion) on girls' education at all levels under the plan of the General Presidency of Girls' Education. By 1985 there were eleven girls' colleges throughout the Kingdom in existence. Enrollment had reached 18,442 (Education Leader, 1985, p. 18).

ADMINISTRATIVE AND EDUCATIONAL STRUCTURE OF THE PRESIDENCY OF GIRLS' EDUCATION



**Figure 3.** Administrative and educational structure of the presidency of girls' education (Arafat, 1983, p. 303). Figure is translated by the researcher.

The General Presidency of Girls' Education has established colleges throughout the country. The first college was established in 1970 in Riyadh. By 1979 six colleges, each offering a variety of programs, were in existence. Figure 4 presents the six major colleges in major cities of the Kingdom. Listed under each are the programs that the college offers.

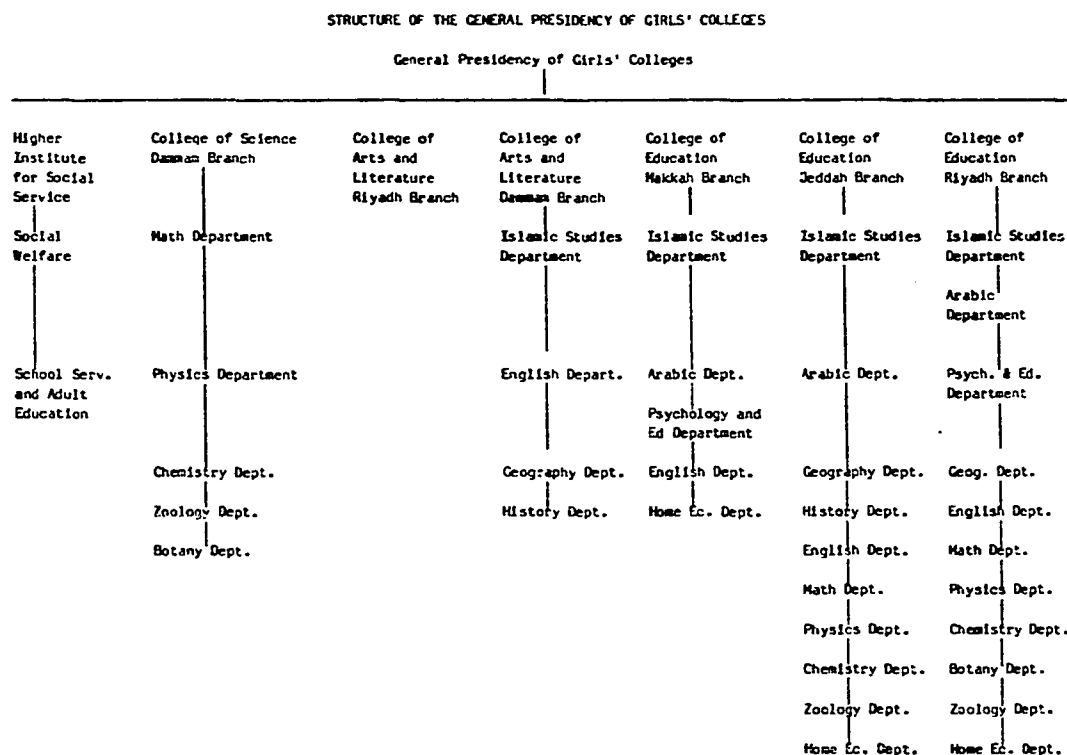
#### UNIVERSITIES FOR WOMEN

Currently Saudi women are enrolled around the Kingdom, in universities where women's sections exist. In King Saud University in Riyadh there is the Center of University Studies for Girls. The Center offers a variety of undergraduate programs, as well as masters, and doctoral level.

King Faisal University in Dammam has a women's section. Its many colleges include the College of Medicine and the College of Interior Design.

King Abdulaziz University in Jeddah also has a women's section. A number of colleges there offering a variety of programs.

Imam Mohammed Bin Saud Islamic University in Riyadh and Umm Al Qura University in Makkah each has a women's section (Reading in the Third, 1987, p. 6).



**Figure 4.** Structure of the general presidency of girls' colleges (Kayat, 1983, p. 336). Figure is translated by the researcher.

### Other Institutions and Activities

Health institutions for women have been established in the Kingdom. They accept students who have completed the ninth grade and provide these students with the training to assist in the medical field. Such institutions are available in the eastern province of Saudi Arabia as well as other cities in the Kingdom (Opening the Doors, 1985, p. 7).

Al-Amal Institution is an institution for the blind. Education is free of charge. A dormitory is available for



girls from out of town. Medical care is offered at the institution. Moreover, students are paid a monthly salary for attending (Al-Qunber, 1985, p. 3).

In the Women's Institution for Diplomatic Studies, wives of Saudi diplomats enroll to prepare themselves for protocol. Languages are taught and general education is given on the countries where their husbands will serve as diplomats (Director of Women, 1985, p. 17).

In the Ministry of Planning women participate in the planning for the future of the Saudi Society.

There has been a number of banks for women, like the Saudi American Bank, Al Bank Al Ahly, Bank Al Rajhi and Al bank Al-Arabi. They are all directed and staffed by women. Their clients are exclusively women (Role of Women, 1985, p. 4).

Recently, shopping centers for women were established in the Kingdom in the cities of Riyadh and Jeddah. Women can shop freely without wearing the veil, where in regular shopping centers they are required to be veiled. Saudi women play an active role in charity organizations. Such organizations exist in almost every city of the country. Their role is to provide shelters, financial assistance and health services to poor families. Additionally they provide similar services and aid to the elderly. Educational classes such as typing, languages, and sewing are also offered (Najy, 1985, p. 18).

In summary, educational and scientific achievement is widely open to young women in Saudi Arabia. Women's growth educationally and professionally is not hampered by obstacles. In fact, in some cases Saudi women have out achieved Saudi men. It is common knowledge at K.S.U. (Women's Section) that in 1980 a brilliant student, Rima Al-Saud, majoring in economics, achieved the highest average scores upon graduation in both the male and female sections.

### CHAPTER III

#### REVIEW OF THE LITERATURE

This chapter consists of two parts: Section A, a review of the United States' related literature, and Section B, a review of teacher evaluation in Saudi Arabia.

A review of the relevant literature on teacher evaluation provides a framework for understanding this present study. The review, for one, provides a definition of faculty evaluation and clarifies the purposes and importance of such evaluation in higher educational institutions. In particular, developments in this area in the U.S. are examined. What are the characteristics of good teaching in U.S. colleges and universities? After this basic question is addressed, the common practices of teacher evaluation--peer evaluation, student evaluation, self-evaluation, and administrator evaluation--are noted. The apparent drawbacks of evaluation are then discussed, followed by elements of building a successful evaluation program and faculty development. The second part of this chapter presents the Saudi Arabian review of the available information on evaluation of instruction. It includes a historical background of teachers' status in a Muslim society, and teacher training and evaluation in schools. Content of teacher evaluation

forms used in Saudi Arabian universities and the role of the Public Administration for the Civil Service in teacher evaluation.

#### SECTION A: REVIEW OF THE U.S. RELATED LITERATURE

##### Definition of Faculty Evaluation

A number of sources have attempted to define faculty evaluation. This may have been done best by The International Encyclopedia of Higher Education (Knowles, 1977), which explains that "the definition . . . varies among national systems: it may be generally defined as the process of determining the effectiveness of the teaching of faculty members" (p. 1,619). As such, faculty evaluation is as much a major responsibility for faculty as research, public service, student advising, and publication.

##### Purpose of Faculty and Teaching Evaluation

Intense interest in faculty evaluation is a fairly recent phenomenon Seldin (1980) suggests that in 1977 faculty performance became a major concern in U.S. colleges and universities. The rising cost of living and inflated costs of higher education compelled taxpayers, students, financial donors and others to pressure educational institutions to assess faculty performance and examine the cost effectiveness of every department (p. 3).

Despite this initial financial motivation, though, faculty evaluation has taken hold as an idea because of the academic contribution it makes. Centra (1979) indicates two interconnected reasons for evaluating faculty members: one, to improve faculty performance in teaching, research and other activities by establishing an ongoing process which points out weak qualities to be strengthened and strong qualities to be maintained; and two, to provide information useful to faculty and administrators in the decision making process of granting tenure and promotion (p. 1). Braskamp (Braskamp, Brandenburg, & Ory, 1980) likewise stresses the continuous role faculty evaluation plays in helping faculty to examine and improve their own teaching effectiveness and thereby to aid administration in promotional and tenure-granting decisions (p. 19). Seldin's (1980) view is similar (p. 5). Taking a more refined and particular view, Hawley (1976) lists a number of items as major purposes of teacher and teaching evaluation. Some of them follow:

1. To improve teacher performance.
2. To improve student learning.
3. To use in staffing decisions--fire, hire, etc.
4. To use for promotion and salary decisions.
5. To give to parents and community people to show that teachers are being evaluated.
6. To give to parents and taxpayers to show what they're getting for their money.
7. To give teachers information about their performance.

8. To give supervisors information about teacher performance.
9. To give administrators something to do.
10. To give administrators a means of control and power.
11. To give students a chance for input (student feedback).
12. To give students and teachers an opportunity to exercise responsibility. (p. 2)

### Evaluating Teaching Performance

Research on teaching evaluation has focused on the characteristics of given teachers, teaching performance in general, student and peer ratings of teachers, and cooperation between teachers and administrators toward a fair, workable design of teaching evaluation (Smith, 1982). To Miller (1974), classroom teaching supercedes all other responsibilities of a teacher, including scholarship, as a factor in faculty evaluation. He cites students' evaluations, self-evaluation, class visitations, and overall evaluation of teachers' methods and materials as the major means of classroom assessment (p. 19). Centra (1977) likewise cites self-evaluation and students' evaluations but adds to the list colleague evaluation, the video taping of classroom performance, and students' progress (p. 93). It is the combined usage of several methods and different components, Centra continues, that produces a reliable method of evaluating teaching (p. 104). This chapter,

therefore, will address the contribution made to the evaluation process by each of the methods Miller and Centra mention.

### Characteristics of Good Teaching

All evaluative determinants presume a standard of teaching effectiveness against which the classroom effectiveness of individual teachers can be measured. Seldin's 1975 study of academic deans' opinion of good teaching cites these as the characteristics of good teaching: good preparation for class instruction, the ability to motivate students' maximum ability, effective communication with students, and the respectful treatment of students (Seldin, 1980, p. 10). To Miller (1972), the good teacher "personifies enthusiasm for his students, the area of competence and life itself. He knows his subject, can explain it clearly, and is willing to do so--in or out of class" (pp. 26-27). Miller (1974) concludes, based on a number of studies presented by him, that characteristics of a good teacher include the ability to stimulate student interest in the subject, motivate students to do their best; provide clear, organized and enthusiastic presentations; demonstrate a thorough knowledge of the subject as well as an interest in teaching; and use of good examples and illustrations (p. 31). Scriven, (cited in Millman, 1981) however, emphasizes the integrity of the teacher:

Teachers [he writes] are meritorious to the extent that they exert the maximum possible influence toward beneficial learning on the part of their student, subject to three conditions: (1) the teaching process used is ethical, (2) the curriculum coverage and the teaching process are consistent with what has been promised, and (3) the teaching process and its foreseeable effects are consistent with the appropriate institutional and professional goals and obligations. (p. 248)

Good teaching characteristics of faculty at the University of California at Berkeley (Milton, 1971) are instructor's interest in teaching and in subject, his or her emphasis on alternatives of problem solving rather than solution giving, long planning and preparation for lectures and having a congenial relationship with his or her students (pp. 12-14).

McKeachie (1986) notes that an instructor functions as an "expert, formal authority, socializing agenda facilitator, ego ideal and person." Figure 5 presents McKeachie's major goals, characteristic skills and major sources of students' motivation which characterizes the suggested functions. Figure 6 presents eight views on characteristics of good teaching.

The Center for Instructional Development at Syracuse University (Diamond, 1987) has developed items to measure teaching effectiveness. Among them are organization of subject matter and course material, effectiveness of communication, knowledge and interest shown in the subject being taught. Positive attitude toward students, fairness



### Aspects of Good Teaching

The Teacher's Roles	Major Goals	Characteristic Skills	Major Sources of Student Motivation (and Fear)
Expert	To transmit information, the concepts and perspectives of the field	Listening, scholarly preparation, class organization and presentation of material; answering questions	Curiosity, need for achievement; intrinsic interest in content (fear of being/appearing stupid; fear of being snowed)
Formal authority	To set goals and procedures for reaching goals	Defining structure, and standards of excellence in evaluating performance	Dependency; getting a good grade (fear of flunking, of being lost and pursuing irrelevant activities)
Socializing agent	To clarify goals and career paths beyond the course; to prepare students for these	Clarifying rewards and demands of the major, the field, and academic area	Need to clarify one's interests and calling, desire to be "in" (fear of being rejected by field or having options reduced)

Figure 5. Aspects of good teaching (McKeachie, 1986, pp. 65-66).

The Teacher's Roles	Major Goals	Characteristic Skills	Major Sources of Student Motivation (and Fear)
Facilitator	To promote creativity and growth in student's own terms; to help overcome obstacles to learning	Bringing students out, sharpening their awareness of their interests and skills; to use insight and problem solving to help students reach goals, avoid blocks	Self-discovery and clarification to grow in desired direction (fear being/becoming a puppet or grade-grubber; fear of not developing a clear and useful identity)
Ego ideal	To convey the excitement and value of intellectual inquiry in a given field of study	Demonstrating the ultimate worthwhileness of or personal commitment to one's material/educational goals	The desire to be turned on; the desire for a model, a personification of one's ideals (fear of being bored, unmoved, and cynical)
Person	To convey the full range of human needs and skills relevant to and sustained by one's intellectual activity to be validated as a human being; to validate the student	Being self-revealing in ways which clarify one's totality beyond the task at hand; being trustworthy and warm enough to encourage students to be open as well	The desire to be known as more than a student; the desire to have one's life cohere (the fear of being ignored or treated as a "product")

Figure 5. Aspects of good teaching (McKeachie, 1986, pp. 65-66) (continued).

### Characteristics of Good Teaching

Bousfield <sup>1</sup>	Clinton <sup>2</sup>	Deshpande, et al <sup>3</sup>	French <sup>4</sup>	Gadzella <sup>5</sup>	Perry <sup>6</sup>	Pogue <sup>7</sup>	Hildebrand <sup>8</sup>
Fairness	Knowledge of subject matter	Motivation	Interpret ideas clearly	Knowledge of subject	Well- prepared for class	Knowledge of subject	Dynamic/ energetic person
Mastery of subject	Pleasant personality	Rapport	Develops student interest	Interest in subject	Sincere interest in sub- ject	Fair evaluator	Explains clearly
Interest- ing pres- entation of mate- rial	Neatness in appearance and work	Structure	Develops skills of thinking	Flexi- bility	Knowledge of sub- ject	Explains clearly	Interest- ing pres- entation
Well- organized material	Fairness	Clarity	Broadens interests	Well- prepared	Effective teaching methods		Enjoys teaching
Clearness of expo- sition	Kind and sympathetic	Content mastery	Stresses important materials	Uses ap- propriate vocabu- lary	Tests for under- standing		Interest in students
Interest in stu- dents	Keen sense of humor	Overload (too much)	Good peda- gogical		Fair in evaluation		Friendly toward students

Figure 6. Characteristics of good teaching (Miller, 1974, pp 32-33).

Bousfield <sup>1</sup>	Clinton <sup>2</sup>	Deshpande, et al <sup>3</sup>	French <sup>4</sup>	Gadzella <sup>5</sup>	Perry <sup>6</sup>	Pogue <sup>7</sup>	Hildebrand <sup>8</sup>
Helpful- ness	Interest in pro- fession	Evaluation procedure	Motivates to do best work		Effective communi- cation		Encourages class dis- cussion
Ability to direct discussion	Interest- ing pres- entation	Use of teaching	Knowledge of subject		Encourages independent thought		Discusses other points of view
Sincerity	Alertness and broad- mindedness	Instruc- tional skills	Conveys new viewpoints		Courses organized logically		
Keeness of intel- lect	Knowledge of methods	Teaching styles	Clear explanations		Motivates students		

<sup>1</sup> Listed in order of importance, by 61 undergraduates at Univ. of Connecticut.  
<sup>2</sup> Listed in order of importance, by 177 junior-year students at Oregon State Univ.  
<sup>3</sup> Listed in order of importance, by 674 undergraduates who rated 32 engineering teachers.  
<sup>4</sup> Listed in order of importance, by undergraduates at the Univ. of Washington.  
<sup>5</sup> Listed in order of importance, by 443 undergraduates at Western Washington State College.  
<sup>6</sup> Listed in order of importance, by 1493 students, faculty, alumni at Univ. of Toledo.  
<sup>7</sup> Listed in order of importance, by 307 students at Philander Smith College.  
<sup>8</sup> Listed in order of importance, by 338 undergraduate and graduate students at Univ. of California, Davis.

Figure 6. Characteristics of good teaching (Miller, 1974, pp 32-33) (continued).

in grading, and flexibility in methods used in teaching were also mentioned as measures for effective teaching.

### Evidence or Sources of Teaching Effectiveness

Students' Rating of Teacher Performance. How students rate the effectiveness of their teachers is widely regarded as an important indicator of that effectiveness. Indeed, Seldin (1980) ranks students as the most valuable source of information concerning classroom performance by faculty (p. 36). Explaining the importance of students' ratings of faculty, Aleamoni credits students as being the ones best able to testify to the extent that teachers have motivated them to learn and helped them to achieve their educational goals. He further regards them as logically qualified judges of the method of instruction, course content, and textbook quality. He therefore endorses student ratings as sound and reliable, noting that the students' ratings of faculty would facilitate and enlighten faculty and lead to the improvement of the instructional level (Millman, 1981, p. 111).

On the other hand, Miller's 1971 study indicates that improvement in instruction does not automatically follow students' ratings of faculty performance (Miller, 1974, p. 30). Similarly, Seldin (1980) notes that, although student ratings may help to spot deficiencies in the classroom performance of teachers, immediate improvement in teaching

does not necessarily follow. This largely reflects faculty resistance to evaluation by students. It is not strange, certainly, that many teachers resist such evaluation (p. 37). Most individuals dislike being evaluated by anyone, much less by those over whom they theoretically possess authority and whose unfair judgments, however occasionally, can be greatly threatening (p. 93). However, Centra (1977), based on research at five U.S. colleges, also concludes that student ratings of teachers did indeed improve instruction even when the teachers' self-evaluation ratings were higher than the ratings given them by their students. He qualifies this with one significant observation: those teachers who were willing to change their style and other particulars of their classroom performance were those who most highly value student opinion and were most capable of changing (p. 96). On the basis of two studies conducted at the University of Michigan, McKeachie (1975) further concludes that student ratings more often lead to improved instruction when instructors are motivated to improve their instruction (p. 74).

There are a number of variables that affect student ratings, some of which are situational and therefore need to be taken into account when analyzing these ratings; and others which more clearly reflect the eccentricities and shortcomings of students themselves, thereby raising the issue of the reliability of students' ratings of faculty.

While there is some overlap between these two categories of variables, each of them will be discussed separately, in turn.

Influence of Situational Factors on Student Ratings.

Various objections have been raised to students' ratings of faculty based on peculiarities and inconsistencies pertaining to classes and phenomena surrounding classes rather than particular failings of students either individually or as a group. It has been argued, for instance, that student ratings have been influenced by the class size, a variable irrelevant to teaching performance. In 1972 Centra (cited in Centra, 1977) notes that student ratings of teaching in relatively small classes tend to be high because students enjoy receiving individual attention and having increased interaction with their instructors. He added students also tend to rate more highly instruction in courses required for their major than in university-required courses outside their major (p. 97). Moreover, the time when classes are held appears to be a factor. Instruction in morning classes tends to receive lower ratings than instruction in afternoon classes (Miller, 1974, p. 66). In such instances students apparently have difficulty isolating in their minds teaching performance from factors that have little or nothing to do with it.

Furthermore, the teacher's personality, as distinguished from the quality of his teaching, may wrongly

influence a student's assessment of his teaching ability. Some suggest, for instance, that the warm, friendly social attitude of an instructor may predispose students to rate highly his teaching performance. In this area, though, students seem quite capable of making appropriate distinctions. Aleamoni in 1976, for one, has shown that students do frankly criticize "friendly" instructors on the issue of course organization (cited in Millman, 1981, p. 111). Indeed, a number of studies indicate that no significant relationship exists between students' ratings and the perceived personality--"likable" or "unlikable"--of the teacher (Miller, 1974, p. 61).

Objectivity and Student Ratings. How objective can students be when rating their teachers? For the most part, students tend to be young, and this raises the issue of maturity. With their limited life experience, can their judgments of teachers be trusted? In general, today's students may actually be ahead of their counterparts of a generation or more ago in the areas of reasoning ability and testing achievement. In short, they may be better educated, more "grown up." Miller finds that the amount of education students receive today has increased over the past by one year per decade, while Mead Educational Services notes that students in 1970 have greater experience with the process of evaluation from both the giving and receiving ends (cited in Miller, 1974, p. 34). Both these conditions tend to enhance



their ability to evaluate teaching more fairly. Indeed, early studies (in 1936, by Heilman and Arfmentrout) find that age and experience, or the lack thereof, have no significant impact on student evaluation (cited in Miller, 1974, p. 64).

Research repeatedly counters the notion that student evaluations tend to be unfair, presenting too negative impressions of teachers' performances. For instance, while some individuals may fear that, after years of schooling, students may be unduly harsh against instructors, Hildebrand indicates that students tend to rate instructors generously (cited in Seldin, 1980, p. 44). Nor are students unduly influenced in their ratings by the degree to which they like individual courses or individual teachers; there is such influence on some ratings but not all (Doyle, 1983, p. 76). Indeed, students are not even much affected in this regard by their own low averages in courses whose instruction they evaluate. In these instances, too, their ratings tend to be reliable (Seldin, 1980, p. 42). Seldin further notes that students' high expectations of a teacher usually are satisfied; such students find their teachers measuring up to these expectations (Seldin, 1984, p. 135), suggesting that the students' initial expectations were soundly and maturely, not immaturely, set.

Faculty resistance to student ratings often focuses on their unbridled subjectivity and, hence, unreliability--this

despite Centra's evidence in 1973 that such ratings over time are consistently reliable (Miller, 1974, p. 31). Doyle (1983) lists three such student characteristics which might have an impact on students' ratings that render those ratings diverse or seemingly inconsistent: biographical characteristics elicited by a particular situation, personality characteristics, and the range of differences among students. An example of the first category, biographical characteristics, is demonstrated by the following idiosyncratic case: a course on modern sexuality, because it is taught by an antifeminist unsympathetic to liberal trends, generates diverse ratings for the teacher. This diversity could evidence a correlation between student evaluations and the gender of the teacher (pp. 43-44). Within the second category, personality characteristics, the following situation might arise: students with a marked degree of flexibility and independence, when given by the teacher the opportunity of self-direction, tend to rate highly such a teacher--more highly than would students who are less flexible and independent (Doyle, 1983, p. 45). The last category, differences among students, is instantly comprehensible: since different students possess different personalities, they may react to the same teacher in dissimilar ways, though the "inconsistency" of these reactions--perhaps lack of uniformity would be a more apt term--tends overall to be very minor indeed (Doyle, 1975, p. 75).

Aleamoni indicates that one qualified objection to student ratings insists that students, in the midst of the schooling process, are not yet "detached" enough to make their ratings sufficiently fair. This view maintains that students cannot accurately judge instruction until they are done with the course and, perhaps, the entire university experience by a number of years. However, studies by Drucker and Remmers in 1951 tend to refute this by showing that alumni ratings of instructors are nearly identical to ratings by students currently enrolled (cited in Millman, 1981, p. 112).

In summary, student evaluations of teaching, even when not perfectly uniform, tend to be coherent and, over time, consistent; and where perhaps they do "err," they do so in the direction of higher, not lower, ratings.

Other Objections to Student Ratings. Some faculty who resist student ratings argue that such ratings, institutionalized, can undermine and even destroy the instructor-student relationship so necessary for effective teaching and learning (Seldin, 1980, p. 46). However, Kent (cited in Seldin, 1980) counters by finding no evidence for the existence of such an ideal relationship. The point might also be made that students' respect for their teachers can hardly be undermined by their giving formal voice, through evaluation, to that respect; and those they do not respect will not be respected any the less either. (Informally and

socially, of course, students have long "evaluated" their teachers).

Another objection is to the cost of student ratings, which has led some to argue that student evaluations should be administered less widely or frequently, during alternate semesters, or to a random sample of students (Seldin, 1980, p. 45). Other faculty, finally, remain convinced that the validity of such ratings lacks hard evidence; these individuals question whether the ratings actually measure what they are intended to measure, and whether the characteristics of "good teaching" are not being standardized by the evaluation procedure to the detriment of the diverse range of instructor personalities.

However, studies by Creager, 1950, and Hildebrand and McKeachie, 1971, demonstrate that student ratings are a valid measure of teaching effectiveness (cited in Miller, 1974, p. 32). That they may be imperfect is not to argue reasonably against their usage. Rather than disregarding student participation in the evaluation of teaching, Doyle (1975) remarks, the criteria for the validity of student ratings should be improved (p. 44).

In conclusion, reliable student ratings of faculty must be stable and consistent, and a number of studies have in fact measured the reliability of such ratings. Nearly all of these studies have reported a high degree of consistency and stability (Seldin, 1980, p. 39). Furthermore, the

validity of these ratings depends on their measuring what they claim to be measuring. Seldin (1980) notes that researchers have reported high co-efficient correlations between ratings of instructors by colleagues and students and moderate correlation between students' ratings and the results of student examinations (p. 40).

Use of Questionnaires in Student Evaluation of Faculty. Scriven (1980) emphasizes the importance of student questionnaires as an essential element to evaluate teaching. Questionnaires, in effect, are the tool through which students can register their assessments of faculty and give their ratings. Scriven, detailing the method, considers the appropriate administration, length, and content items of such questionnaires. In addition, he offers procedures that institutions can employ in dealing with personal factors which will affect students' ratings (pp. 6-7).

### Instrumentation

Instrument development for students' ratings has not been widely considered in the literature. As a result, schools interested in employing questionnaires have had to be creative and resourceful. Miller (1974) believes that institutions ought to examine the already established instruments that have been researched and, rather than adopting these outright, adapt them to the needs of the particular institution. This, he feels, makes more sense

than trying to develop or invent a new scale. Miller explains that the instrument adaptation might begin with a set of criteria that can help judge the different available instruments; or they alternatively might begin with an agreed upon definition of "good teaching" on whose basis an instrument is selected whose content items imply, as closely as possible, a similar or identical definition of good teaching (p. 34).

Seldin likewise suggests that, instead of inventing a new instrument, available instruments should be employed which have a base of research and are easily accessible. He lists a number of institutions that have developed and used student rating forms. Among them were Purdue University (the Purdue Rating Scale), the University of Illinois (the Illinois Course Evaluation Questionnaire), the Universities of Washington and Michigan, Grinnell and Illinois Benedictine Colleges, the Educational Testing Service, and the Center for Faculty Evaluation and Development at Kansas State University. However, Seldin notes that the rating scale selected "must be congenial to nature and content" to "the evaluation goals in a particular institution" (Seldin, 1980, p. 47). Like Miller, Seldin endorses adaptation rather than adoption of available instruments.

The purpose of the student ratings determine the nature of the questions used. Each institution must ask: What element or elements do we wish to measure? In choosing

or designing the instrumentation, Hawley (1976) states, the institution involved should consider that:

1. the audience or decision maker needs to be defined;
2. the usefulness of the information that would be generated needs to be determined;
3. the clarity of focus of the instrument, and the extent to which the instrument would intrude on the rating situation, need to be determined;
4. the overall effects of the instrumentation (in the general situation) need to be determined (p. 23).

Generally, that part of the questionnaire pertaining to the course area contains, as Aleamoni indicates, questions concerning course organization, objectives, and structure; the instructional component normally contains questions concerning the instructor's skills at presenting the material and generating student participation in discussion; and the learning component seeks to measure the degree of student satisfaction and motivation to pursue learning in the course area (cited in Millman, 1981, p. 118).

Remarking that the length of questionnaires depends on their purpose, Seldin suggests 16-20 or 30-36 items as an appropriate number for measuring the classroom performance of teachers (Seldin, 1984, p. 136). These items should be derived from the following six factors: impact on students, the teacher's rapport with students, group interaction,

workload, course structure, and feedback from the teacher (Seldin, 1984, p. 137).

The questions themselves can appear in various formats. Especially popular are scaled ratings in various evaluation categories because such multiple choice questions with their built-in cues, tend most easily to elicit a response from the respondent (Doyle, 1975, p. 19). [Use of Questionnaires in Student Evaluation of Faculty.]

Administering Student Questionnaires. A number of procedures exist for administering student questionnaires. Scriven strongly urges that an administrator rather than the teacher should distribute and administer the questionnaires without the presence of the teacher. This administrator should explain carefully the objectives of the questionnaire (Scriven, 1980, p. 6). Although questionnaire administration by the class teacher might imply mutual trust between the instructor and the students, presence of the instructor could also discourage students from expressing their true opinions (Eble, 1970, p. 24). Indeed, an unpublished study conducted by Kirchner in 1969 at the University of Kentucky concludes that students rated their instructor much more highly if he remained present in the classroom while his students completed their questionnaires. Furthermore, they assume that their "anonymity" is not foolproof: most students believe that their teachers can identify their writing (cited in Miller, 1972, p. 29).



Insofar as possible, questionnaire administration should include efforts to offset circumstances which might weaken the reliability of the results. Errors may occur if students are too tired, or, for whatever reason, too careless or in too bad a mood to respond to the questions responsibly (Doyle, 1975, p. 34). It might therefore be unwise to administer questionnaires, say, toward the end of examination days. Moreover, the reliability of student ratings will be undermined if a computational error occurs during the process of student evaluation (Doyle, 1975, p. 33).

Peer Evaluation. Peer evaluation in teaching has a longer history than does evaluation by students. Instructors are more likely to trust the judgment of colleagues who are better qualified than students to take into account the full range of often complex issues embraced by pedagogical responsibility (Fuhrmann & Grasha, 1983, p. 207). But while some faculty agree that student evaluation of instruction is not an appropriate or reliable tool by which to judge a professor, some even dispute or discount peer evaluation. Some of this resistance is resistance to any evaluation of their teaching. Some argue that peer evaluation requires time and energy which would be better spent, professionally, elsewhere. Others argue that educational goals can best be achieved through cooperation and respect among faculty members rather than by their passing judgments on one

another, thereby creating an atmosphere of anxiety and suspiciousness (Seldin, 1984, p. 139).

Centra, 1975 (cited in Centra, 1977), has concluded that faculty ratings by colleagues are less reliable than ratings by students because colleagues are more apt to rate each other favorably. He further notes that their reliability might be improved if a greater number of colleagues visited each others' classes. However, due to cost and the time it would take, this is an unrealistic option (p. 99).

Seldin (1984) lists a number of criteria for teaching effectiveness/criteria that can form the basis for credible peer evaluation:

- 1) instructor's mastery of the subject matter;
- 2) content selection, and effecting of instructional materials in enabling the course to meet its objectives;
- 3) level of course organization;
- 4) evitability of instructor's teaching methodology in meeting course objectives;
- 5) appropriateness of techniques for measuring students' learning;
- 6) students' outcomes in exams, homework, class presentations, papers;
- 7) appropriateness of assignments to course objectives;
- 8) instructor's interest in teaching in general.  
(pp. 139-140)

In order for one or more instructors to evaluate the teaching performance of a colleague (unless video taping is

used), classroom visitation is necessary. Such visitation by more experienced colleagues can lead to teaching improvement. These more experienced colleagues, usually from the same department as the observee, attend several sessions taught by their less experienced colleague during the term. After each observational session on the basis of specific criteria and their knowledge of various teaching strategies, they rate their colleague's teaching performance and discuss with him or her their ratings and general impressions. These presumably help the observee to identify teaching weaknesses and find ways to improve those aspects of teaching (Seldin, 1984, pp. 141-142).

The likely success of classroom visitation can be enhanced under the following conditions:

- 1) existence of candor and trust among faculty;
- 2) skillful observation techniques on the part of the observer(s);
- 3) informal, friendly discussion of the findings of the evaluation;
- 4) observed instructor's willingness to be positive and open-minded. (Seldin, 1984, p. 142)

Observation methodology is similar to class visitation in that the instructor's classroom performance is observed and judged. In this instance, however, the observer is not necessarily a colleague. It may be that he is not even a member of the same institution; this individual may even be from outside academia.

In this situation the observer is selected by the chair of the department, or through cooperation between the academic dean and the department chair. Some institutions even allow the instructor to submit five names from which the department chair makes the final selection. Whoever is chosen, however, must be skilled in observation techniques. If not, he can be trained, but only so long as he already is generally respected as a flexible, sensitive individual who can positively interact with others (Seldin, 1984, p. 145). Otherwise, such training may be a waste of time.

The instructor and the designated observer meet twice. The first time, prior to the observation, they review the course content, the instructor's teaching techniques (the organization and objectives of the course, and the means by which he plans to achieve these), and the evaluation form that the observer will be using to appraise the instructor's teaching performance. For the observation itself, the observer must be in class before it begins and he must remain there until its conclusion. A few days later the instructor and the observer meet for the second time in order to discuss the latter's conclusions and recommendations. The instructor's responses to these are an integral part of this meeting (Seldin, 1984, p. 145).

Examination of Course Procedure and Material. Teaching performance need not be observed for it to be evaluated. An alternative is to examine the materials and the plan for

a particular course. This responsibility may be given to two of the instructor's colleagues, one from the same department (perhaps someone who is teaching or has taught the same course), the other from outside the instructor's discipline. These two individuals review the course outline and the materials assigned or distributed to the students, after which they judge the instruction based on the value of the materials and their relationship to the objectives of the course. The results of this examination should be shared with the instructor as well as with the dean and the department chair (Miller, 1974, p. 26).

Self Evaluation. Faculty self-evaluation has been shown to be an effective method for improving teaching performance (Seldin, 1984, 146). Its likely effectiveness is enhanced when the information it generates is not used against the instructor (Seldin, 1984, p. 147). The drawbacks of this method derived from its self-containment. Quite simply, some instructors lack the knowledge to evaluate themselves effectively, while others, able to spot the strong and weak points in their instruction, lack the knowledge to correct their weaknesses and maintain and build upon their strengths. Some instructors are so lacking in objectivity that they cannot conceive of their teaching performance as anything but flawless. For all these reasons, faculty self-evaluation would not be a useful, reliable tool

for making personnel decisions even if administration were privy to its results (Seldin, 1984, pp. 145-146).

The video recording of one's teaching can be very helpful to an instructor in his self-evaluation. While watching and listening to his class performance, the instructor can compare his teaching to models of effective teaching. Moreover, they can better note student response to their lecturing. Most instructors, however, require a colleague or a specialist in teaching improvement to assist them in analyzing their performance and making the appropriate changes (Seldin, 1984, pp. 145-146).

The "growth contract" is another concept in the area of faculty self-evaluation. Before each academic year the instructor prepares a contract stating the academic goals planned to achieve that year and detailing the means by which he or she plans to achieve them. At year's end the instructor can then compare his or her accomplishment with those earlier expectations for growth (Seldin, 1984, p. 146).

Finally, self-evaluation may be combined with evaluation by students. In some colleges and universities where faculty evaluation by students is practiced, after students complete their evaluation forms their instructors complete the same form twice, in the first instance on the basis of how they feel about their own teaching, and in the second instance on the basis of how they feel their students will

evaluate them. Once all three forms are examined, similar ratings would provide a good measure of effective teaching, while sharp differences would require further consideration and investigation (Seldin, 1984).

Direct Evidence of Student Learning. To the extent that administration--for instance, academic deans--has overseen or participated in some of the other methods of evaluation, this topic has already been considered. However, one kind of administrative evaluation of faculty that has not been mentioned is based on student learning. The student's acquired level of knowledge, his ability to apply such knowledge, and his intellectual comprehension, could be measured through a series of tests to be given before, during, and after the course (Doyle, 1983, p. 21). Pretesting students prior to a course and then periodically testing them as the course progresses would generate information useful to both the teacher and the students themselves. On the basis of these tests the teacher would be able to modify his or her instruction in accordance with demonstrable class needs, while students would be able to locate those areas of the course which require intensifying their study and their learning efforts (Centra, 1977, p. 103). One drawback of this method is that it is dependent on test questions whose level of difficulty is solely determined by the instructor (Doyle, 1983, p. 24).

Millman (1981) notes the work of Sesrey and Popham in 1974 on the development and validation of "teaching performance tests" (p. 152). The procedure entails teachers being given materials in a subject area with which students are unfamiliar, including objectives of instruction, and then being given sufficient time to plan teaching strategies. After being taught for a specific period of time, students are tested, with the degree of their achievement on this test providing information by which teaching effectiveness can be gauged. Millman (1981), however, cites as a drawback to this method the fact that student outcome is hardly an appropriate measure of teaching effectiveness insofar as it throws the whole burden of student learning onto the teacher. He further notes that teaching effectiveness is not always uniform or consistent, within the same course instructors often teach different lessons with varying degrees of effectiveness. He concludes that teaching performance tests may provide instructors with additional feedback on their teaching but may not lead to any actual teaching improvement (pp. 152-153).

It is worth noting, apart from tests, information about student achievement can be obtained each class meeting by way of classroom activities and homework, although the question remains how closely such results reliably indicate teaching effectiveness.



### Building a Successful Program

In order for an evaluation program to be as useful and reliable as possible, many things need to be considered in the process of its development.

As the "psychological" groundwork for a faculty evaluation system, Miller (1974) proposes several such considerations. First, the manner in which the developmental process is conducted, and the campaign that is conducted in order to generate support for the program, are more important than the program itself. Proper time must be taken to develop the system; and restraint and sensitivity need to be exhibited, for gentle, not harsh, pressure on faculty and administrators will best initiate change in an educational institution. Since opposition to faculty evaluation can be expected in any institution, care must be taken to familiarize its advocates with pertinent research so that they can make to others the most persuasive case possible for such evaluation (pp. 10-14). Furthermore, Miller (1972) notes that faculty resistance should be handled in a positive, friendly, and understanding manner. Also, the power and influence of the combined faculty must be carefully considered when the program is being planned (pp. 17-18). In addition, Miller (1974) indicates that strategies for developing the procedure must be flexible, and the emerging plan must be tailored to meet the specific needs of the particular institution (p. 14). Administrative support for

the plan is important, and both faculty members and student body officials should participate in the developmental process (Miller, 1972).

Seldin (1984) suggests certain cautions which should attend the implementation of the program and usage of student ratings:

1. a single class rating should not be used as the basis for promotion or tenure decisions;
2. student ratings should not be the only source of information regarding teaching performance but should be used in concert with some or all of the other varieties of evaluation detailed in this chapter;
3. specific guidelines on how the ratings will be used should be developed and made available;
4. students should evaluate an instructor while he is not in class; the rating results should not be shown to the instructor until students' final grades have been issued;
5. any student evaluation becomes counterproductive if, by generating conflict and anger, it undermines teaching effectiveness (p. 135).

Hawley (1976) addresses the issue of reporting the results from the evaluation procedure. In order for the program to be effective and successful, he maintains that feedback should be reported only when the evaluated instructor, understanding the purposes of the student ratings, is ready to receive it. This feedback will be far more helpful

if it is reported "straight" or descriptively rather than interpretively or judgementally. The reporting should also be considerate of the instructor's need: feedback should consist of useful information rather than an overload of information some of which he or she cannot use. Finally, a demand for change on the instructor's part should not accompany the feedback (p. 21).

Faculty Development. Centra's 1976 study (cited in Miller, 1987) on faculty development practices concluded the following highlights:

- 1) Specialists helping faculty in course design objectives.
- 2) Specialists helping faculty to develop teaching skills.
- 3) Specialist helping faculty in evaluating students' performance.
- 4) Specialists assisting faculty with instructional technology.
- 5) Establishing workshops, or programs where faculty get to know goals of the institution.
- 6) Faculty with long experience work closely with new ones.
- 7) Faculty consulting with each other on teaching and course improvement.
- 8) Establishing programs or workshops for faculty to help them improve students advising and counseling.
- 9) Review all faculty's performance periodically.  
(pp. 82-83)

## SECTION B: REVIEW OF TEACHER EVALUATION IN SAUDI ARABIA

### Historical Background

In order to understand the religious and social status that teachers have in a Muslim society such as Saudi Arabia, one has to understand the role that Muslim scientists and educators have played and enjoyed throughout history. Over fourteen centuries ago the Islamic religion appeared. More than a religion, Islam is a complete philosophical concept that bears on every aspect of the lives of the faithful. Islam has considered knowledge as the aim of Muslims and education as the way to achieve it (Al-Qatary, 1985, p. 9). The Holy Book of Islam, the Quran, states "God will rise up to ranks those of you who believe and who have been granted knowledge and God is acquainted with all ye do" (The Holy Quran, 58:11). Also, "Those truly fear God Among his servants who have knowledge . . ." (The Holy Quran, 35:82). Ibn Majah reports the prophet Mohammed said, "Seeking knowledge is a requirement for every male and female Muslim" (p. 81).

The mosque where Muslims worship God was the school for Muslims, and when the Islamic civilization progressed, famous mosques--like Al-Azhar, in Egypt, Cordoba in Spain, Al-Zaitona in Tunisia, and Al Qaraween in Morocco--became centers for education and, eventually, universities. In

fact, in 980 A.D. Cordoba University in Spain was the only university in Europe (Al-Qatary, 1985, p. 158).

Ibn Aby Asebaah noted that teaching was regarded as one of the highest religious and scientific vocations. Teachers were known for their knowledge and were highly respected by Kings and other rulers as well as students for their scientific achievement (Redda, 1965, p. 551).

Interestingly, such scientists and educators received no remuneration or compensation; each had a second job in order to earn an income (Al-Qatary, 1985, p. 140). Scientists and teachers were given distinction by their special clothing which differentiated them from the public, and prestigious names like Imam or Sheik (Al-Qatary, 1985, p. 143).

Muslim teachers realized the importance of using methods to teach learners (Al-Qatary, 1985, p. 141). Teaching, they decided, is an art that requires knowledge, training and kindness. Ibn Khaldun indicated that teachers should be able to express themselves clearly and discuss and debate reasonably and logically; whatever their degree of excellence, however, they must continue to work to master further the art of teaching (Wafi, 1960, p. 985). Al-Tazy noted that although teachers had a high status and were much respected by their students, they treated their students with kindness and considered them as sons and colleagues who eventually would become scientists and teachers themselves

Muslim teachers appreciate students' levels of ability to absorb information, and they sympathetically build their students' interests in the subject matter and their courage to learn (Al-Qatary, 1985, p. 142).

In summary, education is critical in the Islamic society because it is an integral part of the Muslim faith. According to the Hadith by Ibn Majah (undated), the prophet Mohammed had enjoined on Muslims to greet and respond to people seeking education (p. 290). Students and teachers participate in an honored enterprise; they are engaged in a special mission. Muslims have a right to education. This shifts the focus from education per se to the means used to educate. How can people be best educated? Teaching that is sympathetic and pleasant, it is felt by Muslims, facilitates learning.

It is the researcher's observation that the traditional Muslim scientists and teachers have set a standard of a social status for the current teachers in the Arabic world.

#### Teacher Evaluation in Saudi Arabian Schools

Saudi educators have recognized the importance of training for school teachers. There has been much emphasis placed on teacher preparation programs for elementary schools. Preparation of elementary school teachers was

completed in 1953 when trainees themselves had only completed the sixth grade. In addition, to this they enrolled in a three-year teacher preparation program. In 1965 this program was improved. Trainees were required to have completed the ninth grade, in addition to which they had to complete three years of teacher preparation. By 1965 new centers were established to improve the level of teachers that graduated in the early stages of the preparation programs (Sulaiman, 1983, p. 287).

The Kingdom of Saudi Arabia's Public Administration for Civil Service (1984) provides a chart for evaluation of job performance. The chart contains items 36/40 (p. 9) which require a yearly evaluation of job performance of all personnel--Saudi and non-Saudi alike--working in the Saudi public sector. School teachers in Saudi Arabia are evaluated by both their school principal and the school educational inspector. A letter (see Appendix A) from the General Director of the Public Establishments indicates that although university teachers are employed by the Ministry of Higher Education, and all personnel of this Ministry technically are subject to the yearly evaluation, university teachers and all levels of university staff are exempted from the general rule. Instead, each university in Saudi Arabia has its own program of faculty evaluation.

### Teacher Evaluation in Saudi Arabian Universities

King Saud University (K.S.U.). According to the standard K.S.U. Teacher Evaluation Form (see Appendix B), the evaluation procedure of faculty occurs annually and is executed by either the department chair or the teacher's immediate superior. The objective of the evaluation is to improve teaching and facilitate administrative decisions concerning promotion of Saudi faculty members and contract renewal for non-Saudi faculty members. Criteria for the evaluation are academic performance, research and publication, and other activities contributing to the university. The evaluation report is submitted to the Administration of Faculty and Staff Affairs. However, evaluated faculty members are told of the results of the evaluation only when they have been rated as "average" or below in performing their academic duties. The K.S.U. Teacher Evaluation Form indicates that teaching performance is evaluated without having the evaluator attend the evaluatee's class. Moreover, students do not participate in the evaluation. Their complaints, however, against faculty members are considered as a measure of faculty evaluation. The form also indicates that faculty with good or higher ratings are not apprised of such evaluation.

Officials at K.S.U. recognize, however, the importance of the faculty member's role at the university. In 1983 K.S.U. in Riyadh hosted the Faculty Member Conference of the



Arabian Universities (Saudi Arabia, Kingdom of, K.S.U., 1983).

King Abdulaziz University (K.A.U.). According to K.A.U.'s Teacher Evaluation Form (see Appendix C) the percentage of students' complaints is a criterion in the teacher evaluation process. The evaluation objectives, and reporting results are similar to those criteria of K.S.U.

Center for Teaching and Learning Development at K.A.U. A phone interview with the Director of the Center generated the following information. Policies of the Center were drawn in 1987 by the Supreme University Councils. The Center itself has been operating, however, since the early months of 1988. Duties of the Center are carried by five personnel, two translators and three administrators. Its functions include development of curriculum, teaching materials, teaching, training teachers and appraisal methods (A. Shukry, personal communication, May 29, 1988). However, the Center to this date has not developed a formal teacher evaluation program for either the male or female section of the university.

Umm Al Qura University. This university's Teacher Evaluation Form (see Appendix D) is identical to that of K.A.U. (see above).

King Fahd University of Petroleum and Minerals (K.F.U.P.M.). According to its Teacher Evaluation Forms, faculty are evaluated twice a year, once by the department

chair, and once through faculty self evaluation (see K.F.U.P.'s evaluation forms in Figures 7 and 8). Criteria for evaluation by the department chair are as follows: teaching, research, participation on committees, administrative work, and other activities. However, the form does not discuss methods for evaluating teaching. Faculty's self evaluation form, similarly do not address methods for gauging the effectiveness of one's classroom performance.

Imam Mohammed Bin Saud Islamic University. According to its Teacher Evaluation Form (see Appendix E), this university requires a yearly evaluation of faculty. The criteria are job performance, personality, and relationships of faculty with their superiors, colleagues and students. Job performance includes planning, decision making, ability to improve job methods, scientific ability, lecture preparation, level of students' understanding, participation in scientific and public activities, and capacity and willingness to assume greater job responsibility. Evaluation of personality includes consideration of the teacher's interest in the job. Cooperativeness, preciseness in student evaluation, public appearance, general attitude, ability to deal with issues, and acceptance of new effective suggestions.

It is the researcher's observation that effectiveness of teaching performance in class is not mentioned.

جامعة البترول والمعادن  
University of Petroleum & Minerals  
التقويم السنوي لأعضاء هيئة التدريس  
ANNUAL PERFORMANCE EVALUATION OF FACULTY MEMBERS

نموذج (أ) - تقويم رئيس القسم  
FORM A - EVALUATION BY DEPARTMENT CHAIRMAN

سنة دراسية: ١٤ / ١٤ هـ / ١٩ / ١٩  
ACADEMIC YEAR 19 / 19

1. GENERAL INFORMATION	1-1 FULL NAME	1-2 ١ - ٢	1-3 DEPARTMENT	1-4 COLLEGE	1-5 RANK	1-6 ١ - ٦
	1-7 CURRENT SALARY	1-8 ١ - ٨	1-9 ١ - ٩	1-10 ١ - ١٠	1-11 ١ - ١١	1-12 ١ - ١٢
	1-13 ١ - ١٣	1-14 ١ - ١٤	1-15 ١ - ١٥	1-16 ١ - ١٦	1-17 ١ - ١٧	1-18 ١ - ١٨
2. TEACHING EVALUATION	PLEASE DESCRIBE THE PERFORMANCE OF THE FACULTY MEMBER NAMED ABOVE DURING THE PERIOD SINCE THE LAST EVALUATION TO-DATE IN THE AREAS LISTED UNDER.					
	2-1 TEACHING					
	2-2 RESEARCH					
	2-3 COMMITTEES					
	2-4 ADMINISTRATIVE WORK					
3. PROFESSIONAL BACKGROUND	2-5 OTHER ACTIVITIES					
	3-1 RELEVANCE TO CURRENT DUTIES OF PROFESSIONAL PREPARATION, PREVIOUS EXPERIENCE AND PREVIOUS RESEARCH WORK					

Figure 7. Annual performance evaluation of faculty members: Faculty evaluation by the department chair at K.F.U.P. (formerly U. of P.M.).

4. CRITICAL INCIDENTS	PLEASE STATE ANY CRITICAL INCIDENTS (GOOD OR BAD) <span style="float: right;">أذكر أي سوف منعت خطر خلال التقييم سواء إيجاب أو سلباً</span>	
5. PERSONAL CHARACTERISTICS	PLEASE USE ADDITIONAL SHEETS IF THE SPACE IS NOT ADEQUATE <span style="float: right;">استعمل أوراقاً إضافية إذا كان هذا المكان لا يكفي</span>	
	<p>RATE 1 (HIGHEST) TO 5 (LOWEST) <span style="float: right;">ضع التقييم المناسب من ١ (أعلى الدرجات) إلى ٥ (أدنى الدرجات)</span></p> <p>5.1 DEPENDABILITY <input type="checkbox"/> ٥ - ١ الاعتماد عليه : <span style="float: right;">١ - ٥</span></p> <p>5.2 COOPERATION WITH THE DEPARTMENT <input type="checkbox"/> ٥ - ٢ التعاون مع القسم : <span style="float: right;">٢ - ٥</span></p> <p>5.3 COOPERATION WITH COLLEAGUES <input type="checkbox"/> ٥ - ٣ التعاون مع الزملاء : <span style="float: right;">٣ - ٥</span></p> <p>5.4 INITIATIVE AND CREATIVITY <input type="checkbox"/> ٥ - ٤ المبادرة والقدرة على الابتكار : <span style="float: right;">٤ - ٥</span></p>	
6. SUITABILITY FOR RETENTION	<p>6.1 VERY DIFFICULT TO REPLACE <input type="checkbox"/> ٦ - ١ صعب جداً استبداله</p> <p>6.2 DIFFICULT TO REPLACE <input type="checkbox"/> ٦ - ٢ صعب استبداله</p> <p>6.3 CAN BE RETAINED <input type="checkbox"/> ٦ - ٣ يمكن إبقاؤه</p> <p>6.4 NOT SUITABLE FOR LONG TERM RETENTION <input type="checkbox"/> ٦ - ٤ لا يصلح للبقاء على المدى الطويل</p>	
	<p>C - GOOD <input type="checkbox"/> (ج) جيد <span style="float: right;">A++ DISTINGUISHED <input type="checkbox"/> (+) منير</span></p> <p>D - MARGINALLY ACCEPTABLE <input type="checkbox"/> (د) مقبول <span style="float: right;">A - EXCELLENT <input type="checkbox"/> (أ) ممتاز</span></p> <p>F - POOR UNACCEPTABLE <input type="checkbox"/> (هـ) غير مقبول <span style="float: right;">B - VERY GOOD <input type="checkbox"/> (ب) جيد جداً</span></p> <p>ملحوظة : يجب على رئيس القسم إشعار عضو هيئة التدريس إذا كان تقييمه له هو D أو F.</p> <p>NOTE THE DEPARTMENT CHAIRMAN SHOULD INFORM THE FACULTY MEMBER IF HE RATES HIM D OR F</p>	
7. GENERAL EVALUATION	RECOMMENDATIONS <span style="float: right;">التوصيات :</span>	
8. RECOMMENDATIONS OF THE DEPARTMENT CHAIRMAN	<p>التاريخ <span style="float: right;">اسم رئيس القسم</span></p> <p>DATE <span style="float: right;">SIGNATURE OF DEPT CHAIRMAN</span></p> <p>توقيع رئيس القسم <span style="float: right;">NAME OF DEPARTMENT CHAIRMAN</span></p>	
	<p>لا اوافق على التقييم الموضح بهالي <input type="checkbox"/> اوافق على التقييم الموضح بهالي <input type="checkbox"/></p> <p>إيضاحات العميد وملاحظاته : <span style="float: right;">١ - موافقة العميد</span></p> <p>التاريخ <span style="float: right;">اسم عميد الكلية</span></p> <p>توقيع عميد الكلية <span style="float: right;">اسم عميد الكلية</span></p>	

Figure 7. Annual performance evaluation of faculty members: Faculty evaluation by the department chair at K.F.U.P. (formerly U. of P.M.) (continued).

— الله الرحمن الرحيم —  
**جامعة البترول والمعادن**  
**University of Petroleum & Minerals**

NAME

الاسم :

التقويم الذاتي لأعضاء هيئة التدريس  
**FACULTY SELF-EVALUATION**

نموذج (ب - ١) - التدريس  
**FORM B-1 - TEACHING**

عدد لغات NO OF SECTIONS	عدد محاضرات EXPOSURE MENT	ساعات عمل LAB HRS	ساعات محاضرة LEC HRS	COURSE TITLE	عنوان المادة	رقم المادة COURSE NO	فصل الدراسي SEMESTER	سنة YEAR

تم ملأ هذا النموذج

**Figure 8.** Faculty self evaluation form at K.F.U.P.

Islamic University. According to this university's Teacher Evaluation Form (presented in Appendix F) the criteria for teacher evaluation are: teaching qualification in the college's view; degree of rapport between teachers and students; academic advising; participation in curriculum development; ability to renew teaching methods; teaching responsibilities compared to those of other faculty in the same department; lecture preparation; participation in educational meetings and programs at the department or a particular college level; degree of understanding of the objectives of the teaching and educational process; interest in preaching the Word of God; and, punctuality. Public relations and personality are other criteria considered. The above includes general conduct (providing a good example for students) and commitment to good moral rules and ethics, Islamic deportment and appearance, and good behavior. A strong character and good relations with superiors, colleagues and students are important, as is the ability to perform whatever tasks are assigned to the faculty member.

King Faisal University (K.F.U.). In 1975 King Faisal University developed the Yearly Evaluation Program (King Faisal University, 1975) (see K.F.U.'s evaluation form in Appendix G) which evaluates the academic performance of faculty members, lecturers, and teaching assistants. Students who make these evaluations, are supervised by the department chairs, who report to the college deans. Student

responses are analyzed in the University Computer Center, and results are sent to the college dean who then distributes results only to the appropriate department chairs and the evaluated instructors. Evaluation results are treated with confidentiality.

Currently, however, such evaluation procedures at the university are voluntary, their enactment being left to the discretion of the individual colleges.

#### Recent Developments

University officials in Saudi Arabia recognize the importance of faculty development. Presidents of Saudi universities participated in 1983 in the Second Conference for University Presidents sponsored by the Arab Bureau of Education for the Gulf States. This was hosted by K.A.U. in Jeddah, Saudi Arabia. Faculty members' affairs, duties and academic development were discussed, as were the determinant methods for evaluating faculty performance. It was decided that faculty evaluation is the responsibility of the appropriate department chair, who is in receipt of the annual report that the faculty member must submit pertaining to his or her academic activities during the previous year. On the basis of this report the department chair evaluates this faculty member in a separate report which the chair forwards to the college dean, who in turn reviews the report and contributes his own summary opinion. Then the report is

sent to the committee responsible for weighing the evaluation and, if necessary investigating any findings which the faculty member has contested. Finally, the president either approves the committee's suggestions, or makes his own decisions in light of the committee's suggestion (Arab Bureau of Education for the Gulf States K.A.U., 1985).

King Fahd Bin Abdulaziz of Saudi Arabia, former Minister of Education and currently Head of Higher Education Board, has ordered all public officials to monitor job conduct of employers in all public establishments (Ministers Board, 1978, p. 8). This tends to reinforce the role of evaluating university teaching.



## CHAPTER IV

### PROCEDURES

The purpose of this chapter is to discuss the procedures employed in the research phase of this study. The chapter provides a rationale for the selected research methods and their utilization in the process of formative evaluation which is aimed at improving and monitoring the quality of instruction at K.A.U. (Women's Section).

The chapter refers to two major phases in the research. In phase one, the assessment, data was sought on the views and perspectives of the top administrators, faculty, and senior-level students on various aspects of teaching evaluation at K.A.U. The methodology used in the data collection includes interviews and written surveys. Such polling focused on the views held by various segments of the university's population on the importance of, need for, and criteria to be used in, a teaching evaluation program at the institution.

Phase two of the research was the field review. This chapter discusses the instrumentation used, the selection of the sample population, and the procedural steps involved.

### SITE OF THE STUDY

The site of the study was the Women's Section of King Abdulaziz University (K.A.U.) in Jeddah, Saudi Arabia. The site was selected for a number of reasons. First Jeddah is an ancient port city and the gateway to Makkah, Islam's holiest place of worship, and the destination of pilgrimage for millions of Muslims annually. Jeddah has historically been more open to outside influences and new ideas than the rest of the country. This openness carries through to educational institutions of the area, enabling "outsiders" to become involved in, and be more easily accepted as members of, their respective communities. Additionally, Jeddah's population includes a large number of people whose families arrived from places such as Singapore, Indonesia, Egypt, Syria, India, and other countries prior to the establishment of immigration restrictions in Saudi Arabia (Al-Torki, 1986). Second, K.A.U. is one of the largest universities in the country, providing a large and diverse population of students and faculty, and offering a variety of academic programs. Finally, K.A.U. staff has been extraordinarily cooperative and very accessible.

## PHASE ONE: THE ASSESSMENT

The purpose of the assessment phase is to examine the effectiveness of the current requirement of teacher evaluation at K.A.U. (Women's Section), to generate information on both the degree of and the need for a teaching evaluation system at K.A.U. and on what would be considered as an appropriate criteria for such an evaluation system. Procedures of the assessment include instrumentation development followed by data collection (which includes protocol basics for interviews and survey conduction), objectives of interviews and questionnaires, and data analysis.

### Sample Population

The population of this phase of the study contains a sample of three major groups: top administrators, faculty, and senior level students.

#### o Administrators:

The Dean of the Women's Section of K.A.U. and the vice Deans of the four following colleges: College of Medicine; College of Economics and Administration; College of Arts and Literature; and the College of Science. All participated in extensive one-on-one interviews with their permission.

#### o Faculty:

Out of 241 faculty members at K.A.U., 150 were surveyed. Faculty were represented in accordance with

the population and the size of each department. Out of 150 surveyed faculty members, 55 (36%) responded.

o Students:

The student population of the study was limited to the senior level. This is because senior students have been in the university for at least three years, enabling them to respond most knowledgeably to the survey questions that focus on teacher evaluation practices. Furthermore, they could best explain the student's role in teacher evaluation because of their longer experience at the university. Also, senior students are perceived as being more mature, realistic, and responsible when dealing with issues concerning their instructors. Finally, they are more likely than other students to be committed to progress in education. Of 350 students randomly surveyed, 224 (64%) responded. This sample included students from all major colleges in accordance with the size of student population at each college.

### Instrumentation

The two methodologies selected for the assessment phase are interviewing and surveying.

The Interviewing Methodology. Interviewing of top administrators was selected as the most appropriate tool to obtain information concerning the effectiveness of the

current requirements of teacher evaluation. As Guba and Lincoln (1983) indicate, the interviewing methodology may be considered to be the most useful tool at an inquirer's disposal. Dexter (1970) believes that interviewing is the best tool, if it can obtain more and better information. Again, Guba and Lincoln indicate that one-on-one interviews are very effective in generating information.

Interviews of top administrators at K.A.U. were both structured and somewhat exploratory. Questions had been prepared ahead of time, and were followed by additional questions which arose from one or more responses given in the interviews.

The Surveying Methodology. Surveying a sample of faculty and students at K.A.U. was the most appropriate approach for obtaining data in this case. One objective was to assess the effectiveness of the current requirements of teacher evaluation from the perspective of faculty and students. Another objective was to collect information useful in developing a more effective system of evaluation.

#### Instrumentation Development

Questions for the interviews and surveys of both faculty and students were derived from the background information on the current requirements of teacher evaluation. Such information was a product of early contact with affiliates at Saudi Arabian universities, the letter by the

Dean of Women's Section of K.A.U. (see Appendix J), and, finally, personal observations of the researcher who was a student herself at King Saud University. The survey items and interview framework were a joint product of the researcher and her advisor at Portland State University (see Survey Forms in the Appendix H and I).

#### Procedure of the Assessment

Procedures for data collection and data analysis took the following steps:

Step 1. After obtaining permission to conduct this evaluative study an appointment to interview the Dean of the Women's Section was set up. The meeting with the Dean took place on the third day of February, 1987. Simultaneously, the researcher obtained written permission to enter the university campus (see permission letter in Appendix K). The secretary of the Dean contacted the Vice Deans of the four major colleges, informed them of the researcher's study and established a schedule for interviews.

Step 2. Instruments of data collection include interviews of administrators, faculty's survey, and students' survey. Interviews by the researcher were conducted on April 3 and 4, 1987. The subjects of the interviews were the following: the Dean of the Women's Section at K.A.U.; the Vice Dean of the College of Science; the Vice Dean of the College of Economics and Administration; the Vice Dean

of the College of Arts and Literature; and the Vice Dean of the College of Medicine. Further explanation on the structure of administrative positions at K.A.U. Women's Section is presented in the following chapter.

The interview's objectives were to generate information essential to the study. The interviews focused on the following areas:

1. Description of the current method of evaluating teaching at K.A.U.
2. The importance of evaluating teaching at K.A.U.
3. The effectiveness of the current evaluation methods and the problems relating to evaluating teaching.
4. The criteria of evaluating teaching at the university level.
5. Teaching improvement.
6. The relationship between faculty and students when students participate in evaluating instruction.
7. The importance of the following criteria as measures in evaluating instruction:
  - a. Presentation and organization of lecture.
  - b. Correlation between course title and required texts in the course.
  - c. Instructor's ability to explain and clarify course material.
  - d. Instructor's social attitude toward students in class.

e. Instructor's interest and enthusiasm in teaching.

f. Student's freedom to disagree with their instructors in a class discussion.

g. Instructor's preparation of a course outline enabling students to know what to expect from the course at the beginning of the academic term.

h. Instructor's encouragement of creativity in students.

i. Instructor's methodology of testing students.

One hundred fifty faculty members, from different colleges and departments at K.A.U., were surveyed on April 10, 1987. Survey questions (see Appendix H) were distributed then, and collected 45 days later by the departments' secretaries. Fifty-five faculty members, or 36%, responded. The survey was designed to elicit information about what faculty think of the current evaluation requirements, and what they think an appropriate system of evaluation should be like. Basically, the survey attempts to determine the following:

1. What are the faculty's views of the importance of teacher evaluation?

2. Is faculty's class performance currently evaluated? If so, what do they think about that?

3. What are faculty's views on the current system of evaluating teaching?



4. Does the current practice of evaluation take place with faculty's knowledge and consent?

5. What are faculty's views as to the best or more appropriate method to evaluate their class performance?

6. What do faculty consider to be the proper criteria for evaluating teaching?

7. What do faculty consider to be the impact of the evaluation process on their teaching performance?

The student survey was administered three days earlier than the faculty survey. On April 7, 1987, 350 senior level students were surveyed at K.A.U. The student questionnaire (see Appendix I) attempts to gain the perspective of the senior female students with respect to the evaluation of instruction. Survey forms were distributed and collected by the secretaries of the Vice Deans of the major colleges. The time frame proposed by the researcher was 30 days. It took students 45 days, however, to respond as they were busy studying for spring semester examinations. The student questionnaire attempted to determine the following:

1. Have the students ever been asked to evaluate their instructors' in-class performance? If so, how often?

2. Were students denied a chance to do so?

3. If the students were never asked to participate in teacher evaluation, how do they feel about that? Do they think it is their right to participate in such an evaluation? If so, what would be their criteria?

4. Do the students think their participation in the evaluation process would have an impact on their learning? Do they think evaluation would have a negative impact on their relationship with their instructors?

5. What is the importance of teacher evaluation to the students at King Abdulaziz University's Women's Section?

Step 3. The data generated from the interviews and surveys was analyzed. Information gathered by the interviews has been reviewed to determine areas of agreement concerning teacher evaluation among the Dean and the four Vice Deans, who are the administrative decision-makers with respect to teaching and matters pertaining to teaching. In particular, information was sought about their dissatisfaction with methods of teacher evaluation currently in place at K.A.U., their sense of the importance of selected measures of teacher evaluation proposed by the researcher. Other important information sought was the appropriate methods and criteria for such an evaluation and what would be most compatible with the Saudi society and its values. A table summarizing the administrators' views on criteria of teacher evaluation is presented in Chapter V. The summary is followed by a discussion on the administrators' key concerns on teacher evaluation.

Faculty survey analysis lists several faculty responses to questionnaires in numbers and percentages. With the appropriate clarification tables summaries of the

faculty responses are presented. Such responses provide information on the effectiveness of the current requirement of teacher evaluation. In addition to that, searching for frequencies of favorable measures of instruction and vice versa, followed by a discussion that would place emphasis on faculty's high frequencies with the conclusion of what faculty favors as measures of instruction.

Students' survey analysis lists responses of students to the survey questions in actual number and percentages with the appropriate clarifying tables that show students' high and low frequencies in responses. Next follows a discussion of students' responses which would highlight student's problems in the learning process, and factors essential to improve learning.

Step 4. A general discussion of all responses lead to the development of teacher evaluation program proposed to K.A.U. Women's Section.

## PHASE TWO: THE FIELD REVIEW

The teacher evaluation program developed by the researcher was reviewed by selected administrators and faculty members at K.A.U. in both Men's and Women's Sections. In addition, a review of the proposed program was conducted by a selected top administrator of each K.S.U. in Riyadh and K.F.U. in Dammam.

### Instrumentation

Instruments to obtain selected member review of the proposed program are given in the review forms attached to the proposed program (see Proposed Program in Appendix L). Each component of the program was reviewed. Review forms were developed by the researcher under the supervision and direction of her advisor at Portland State University.

Sample Selection. Patton (1980) notes, during the process of developing an evaluation design, decisions concerning sampling are made by the evaluator with the recognition that there is not a perfect design. In Figure 9, Patton presents two types of sampling strategies, Random Sampling and Purposeful Sampling.

Patton (1980) indicates that a small sample size is appropriate for purposeful sampling. For the review of the proposed teacher evaluation program, purposeful sampling strategies were used. Selection of reviewees was guided by the following factors:

1. Influence in decision making ability.
2. Ability to read and understand the English written proposed program.
3. Faculty known as "good teachers" on campus.
4. Willingness to review the program.

## Sampling Strategies

Type	Purposes
A. Random sampling	Avoids systematic bias in the sample; large sample size is important for making generalizations.
1. simple random sample	Achieve a representative sample that permits generalizations to the whole population.
2. stratified random and cluster samples	Increase confidence in making generalizations to particular subgroups or areas.
B. Purposeful sampling	Increase the utility of information obtained from small samples; sampling criteria based on the reputation of programs among key decision makers and/or on previous data collected from programs.
1. sampling extreme or deviant cases	Provide decision makers with information about unusual cases that may be particularly troublesome or enlightening, e.g., outstanding successes/notable failures; programs with long waiting lists vs. programs with recruitment problems; unusually high morale and low morale programs, etc.
2. sampling typical case(s)	Avoid studying a program where the results would be dismissed outright because that program is known to be special, deviant, unusual, extreme, etc.

Figure 9. Sampling Strategies (Patton, 1980, p. 105).

Type	Purposes
3. maximum variation sampling--picking three or four cases that represent a range on some dimension (e.g., size, location, budget)	Increase confidence in common patterns that cut across different programs; document unique program variations that have emerged in adapting to different conditions.
4. sampling critical cases	Permits logical generalization and maximum application of information to other cases because if it's true of this one case, it's likely to be true of all other cases.
5. sampling politically important or sensitive cases	Attracts attention to the study (or avoids attracting undesired attention by purposefully eliminating from the sample politically sensitive cases).
6. convenience sampling--take the easy cases	Saves time, money, and effort.

Figure 9. Sampling Strategies (Patton, 1980, p. 105) (continued).

#### Sample Population

Twenty-four copies of the proposed program were distributed, fifteen to the Women's Section and nine to the Men's Section. Ten in the Women's Section and nine in the Men's Section responded. Only four responses from the Men's Section, however, have been accepted and regarded as credible by the researcher. It is important to note that the five responses from the Men's Section at K.A.U. were disregarded and considered as ineligible reviews since they

did not carry the reviewees name or positions at the university. In the field review section of Chapter V the positions of each respondent are listed. Such identification was felt to be important to ensure the review's accuracy and creditability. Two additional copies of the program were submitted to the top administrators in each K.S.U. in Riyadh Women's Section and K.F.U. in Dammam Women's Section. Both responded.

#### Procedure of The Field Review

To obtain review of the proposed program the researcher took the following steps.

Step One. Requesting permission from the Dean of Women's Section at K.A.U. in order to have access to the university Campus.

Step Two. Program review administration and data collection. In the Women's Section of K.A.U. the program copies were distributed to some members by the researcher with a brief explanation of the program objectives to others by selected top administrators themselves to their fellow faculty members. Time frame to respond was one week, but some of them took thirteen days to return their responses. Fifteen program copies were distributed on March 19, 1988, with the request to return them to the researcher through a top administrator by March 31. Ten copies were collected with the open option for the remaining five selected members

to respond within a week. An additional follow-up to non-respondents was made to provide them with the researcher's address in the U.S. No additional responses were received.

In the Men's Section of K.A.U., nine program copies were distributed and collected through friends and a top administrator in the Women's Section who knew faculty and important figures in the Men's Section. Copies were distributed on March 20, 1988. Two responded within a week; five responded within two weeks, however, were disregarded for reasons mentioned earlier; and two responded by mail to the researcher's address in the U.S., early in June 1988. These responses came after continuous follow-ups to each individual.

In K.F.U. in Dammam Women's Section one copy of the program was delivered to one top official by a family member on April 9, 1988. The response was collected by the family member and mailed to the researcher in the U.S. in July of 1988. Such response came after continued follow-ups.

In K.S.U.'s Women's Section in Riyadh, the researcher delivered a copy to one top official through a colleague of the official on April 2, 1988, and was collected by the colleagues one week latter. Explanation of the program objectives to both selected members at K.F.U. and K.S.U. did not take place since the researcher did not meet with them.

Step Three. Data analysis. Analysis of the field review of the proposed program led to the development of the



final version of the teacher evaluation program. Analysis was guided by the following factors:

1. Reviewee's ratings of each component of the proposed program.
2. The highest and lowest ratings of components' elements.
3. Reviewer's comments on the effectiveness of elements of the proposed program.
4. Reviewee's readiness to employ the proposed program.
5. Reviewee's suggestions for a better program.
6. Reviewee's readiness to employ the revised teacher evaluation program.
7. Noting the general comments and suggestions made.

## CHAPTER V

### FINDINGS AND DISCUSSION

This chapter is divided into two major sections. Section A summarizes findings from the assessment. It includes findings of the interviews, students and faculty surveys at K.A.U. Women's Section, and a discussion and a conclusion. Section B presents findings of the field review.

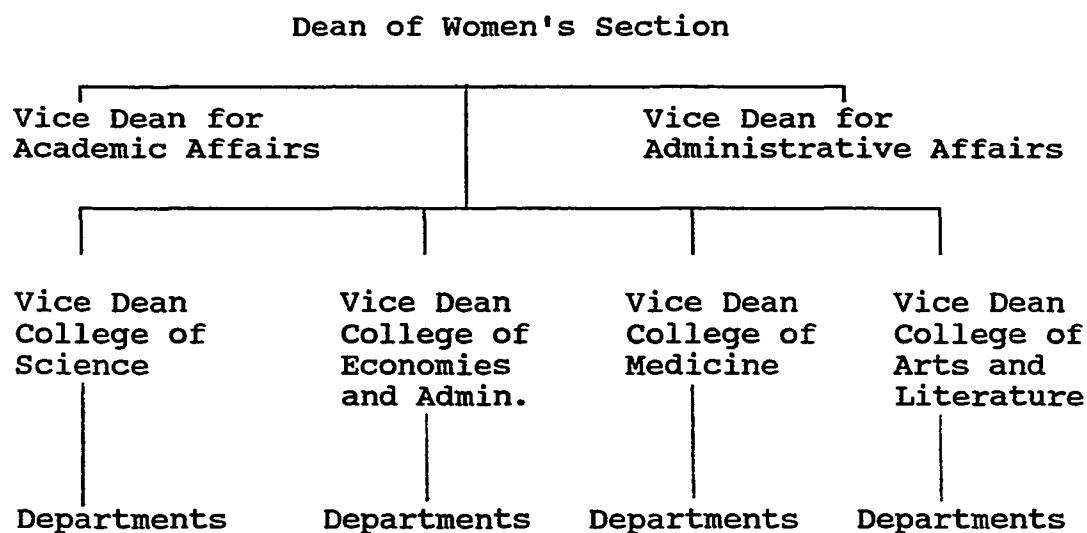
#### SECTION A: FINDINGS OF ASSESSMENT

Preliminarily, an explanation of the administrative system of the Women's Section at K.A.U. is necessary in order to understand where in the administrative and academic structure the power of decision making lies.

The head of the Women's Section at K.A.U. is titled Dean in the Saudi system (see Figure 10). This Dean supercedes two Vice Deans, one for academic affairs, and the other for administrative affairs. The Dean reports to the President of K.A.U. at the Men's Section. The Dean enjoys the privileges of deciding issues of tenure, promotion, and student affairs for faculty and students in her section. Technically, these decisions have the force of recommendations and need to be approved in the Men's Section. They

are almost always approved. The four major colleges in the Women's Section are headed by four Vice Deans. These women report to the Dean for Administrative Affairs, in the Women's Section and the Deans of the Four Colleges for Academic Affairs in the Men's Section. Again, decisions concerning academic affairs, students, teaching, curricula, and other matters concerning the Women's Section are made by the four Vice Deans and submitted to the Men's Section for approval, where they are routinely approved.

ADMINISTRATIVE STRUCTURE AT K.A.U.  
(WOMEN'S SECTION)




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Figure 10. Administrative structure at K.A.U.  
(women's section)

Interview Findings

The Dean of K.A.U. (Women's Section). The first interview took place on April 3, 1987, with the Dean of the

Women's Section. At that time she indicated that there is no formal evaluation system for teaching currently employed at the university. The evaluation of faculty instructors does not take place unless a good number of students have complained about a given instructor. However, faculty evaluation normally does occur when faculty members have achieved scientific or educational achievement. In this case, the faculty member is evaluated in order to grant a promotion. Furthermore, evaluation of faculty takes place when a non-Saudi faculty member desires to have his or her teaching contract extended at the university. The Dean expressed her desire to employ an evaluation system for teaching with the support of the Men's Section of the university. The Dean has also supported measures of teacher evaluation presented by the researcher (see Table I).

Vice Dean of the College of Science. The Vice Dean of the College of Science, a non-Saudi contracted member at K.A.U., indicated that evaluation of faculty takes place before faculty are hired. She strongly disagreed with the idea of having students evaluate faculty and indicated that she does not mind the current system where faculty evaluation is triggered by a large number of complaints filed by students against a faculty member. Further, the Vice Dean indicated that she would listen to both sides--the complaining students and the faculty member--individually, separately, and privately, and then in a friendly fashion

talk to the faculty member, pinpointing faculty member's classroom performance. She added that usually this has worked, and the results have been positive for both students and faculty. Furthermore, she indicated her practice of observing faculty in her departments. This way she indicated that she can evaluate faculty without causing them embarrassment. Although she agreed to the criteria and measures of teaching evaluation proposed by the researcher (see Table I), she discounted the idea of a formal evaluation system.

Vice Dean of the College of Medicine. The Vice Dean of the College of Medicine strongly agreed that a formal teaching evaluation system ought to be employed at K.A.U. However, she questioned the reliability of students as participants in the evaluation process. She stated, "They are very emotional. When the evaluation comes up they forget [what they had concerns about]." Furthermore, she welcomed student evaluation of instructors but only after she has met with students herself to explain the objectives of the evaluation. Regarding measures of teaching evaluation, the Vice Dean (see Table I) agrees on all those proposed by the researcher, and she supported symbolic awards for excellence in teaching. In addition, she expressed her concern for the need for more research and an increase in the number of lecturers in the College of Medicine.

TABLE I

EXTENT OF AGREEMENT BY TOP ADMINISTRATORS TO SELECT  
CRITERIA FOR USE IN EVALUATING TEACHING

Items	Dean	Vice Dean College of Science	Vice Dean College of Arts and Literature	Vice Dean College of Medicine	Vice Dean College of Economics and Administration
1. Lecture presentation and organization	X	X	X	X	X
2. Method or style of teaching	X	X	X	X	X
3. Instructor's interest and enthusiasm in teaching	X	X	X	X	X
4. Instructor's social attitude in class	X	X	X	X	X
5. Students' freedom to express disagreement	X	X	X	X	X

TABLE I  
EXTENT OF AGREEMENT BY TOP ADMINISTRATORS TO SELECT  
CRITERIA FOR USE IN EVALUATING TEACHING  
(CONTINUED)

Items	Dean	Vice Dean College of Science	Vice Dean College of Arts and Literature	Vice Dean College of Medicine	Vice Dean College of Economics and Administration
6. Plan of course (syllabus)	X	Up to the faculty member	Good idea	X	X
7. Instructor's encouragement to students' creativity	X	X	X	X	X
8. Appropriate- ness of course text to course title	X	X	X	X	X
9. Examinations	X	-	X	X	X

Code: Agree: X  
Disagree: 0  
No Response: -

Vice Dean of the College of Arts and Literature. The Vice Dean of the College of Arts and Literature indicated that a formal system of teaching evaluation does not exist. She recognized the importance of evaluating teaching but rejected the idea of a professional evaluator at a university level. She said, "The faculty member has arrived to a level of maturity and responsibility that forbids evaluation by a professional." She supported students' participation in evaluating their instructors. She supported seminars and symbolic awards. The Vice Dean agreed on the criteria of evaluating teaching (see Table I). However, she indicated that in order to improve teaching it is necessary to expand the faculty members' knowledge in their given areas.

The Vice Dean of the College of Economics and Administration. The Vice Dean of this college strongly believes in the importance of teacher evaluation at the university level and, in fact, herself began an evaluation program in 1984. She and her faculty and staff developed a student instructional rating form. These forms were administered by teaching assistants to a random sample of students once each academic semester. One teaching assistant, secretly appointed by the Vice Dean, analyzed student ratings and responses, producing findings which were shared with the Vice Dean, the Department Chair of the evaluated instructor, and the instructor herself. If deemed necessary, the Vice Dean and



the instructor met to discuss the findings. The instructor in any case was considered responsible for strengthening the weak points of her instruction. Under the Vice Dean's authority, though, this evaluation procedure was terminated in 1987. In 1988 the evaluation procedure was reinstated, but that same year, it was once again discontinued. The Vice Dean remains committed to teacher evaluation but feels further study is needed to develop a truly effective evaluation process. Her opinions on the proposed evaluation measures are presented in Table I.

#### Faculty Survey Findings

Fifty-five (36.7%) of the 150 faculty members surveyed at K.A.U.'s Women's Section responded. In response to the first question of the survey (see Faculty Survey in Appendix H), 34 (61.8%) faculty strongly believe in the use of an evaluation system for teaching to ensure student learning and continuing effort to improve teaching, while 21 (38.2%) believe evaluation is not needed, arguing that teaching is a sacred responsibility and faculty must be trusted to fulfill their responsibilities. Others argue that faculty undergo evaluation while obtaining their high degrees and during the hiring process.

It seems faculty cannot agree if an evaluation system is or is not currently employed at K.A.U. Ten out of 55 (18.2%), responded "I don't know," while 36 (65.5%) were

certain there was no such evaluation system in place. Eight (14.5%) responded there was, while 1 (1.8%) declined to respond.

When faculty were asked if they suspect evaluations of their teaching had ever occurred without their consent, 14 (25.5%) responded it definitely had; 13 (23.6%) said perhaps it had; 26 (47.3%) that it had not, and 2 (3.6%) declined to respond.

When faculty members were asked for their opinions on the current university practice by which students submit complaints against their instructors, and whether that affects promotion and determinations of tenure, 11 (20%) agreed with such a practice. They argued that an investigation by the university administration take place and the name of the complaining student must be identified. Twenty-five (45.5%), however, described the practice as a failure, arguing that it compromises and damages student/faculty relations; that students may invent problems if they find the course material difficult; and, that students lack sufficient knowledge of faculty obligations and students' limits to render informed judgments. One angry instructor wrote, "It doesn't please me to give students rights that they don't deserve." Sixteen (29.1%) neither agreed nor disagreed with the student complaint method of evaluation, but indicated that when such complaints were lodged a fair investigation should follow, and a confrontation between the

faculty member and the complaining student must take place. Three (5.4%) declined to respond at all.

When faculty were asked if evaluation of their instruction will lead to an improvement of the teaching-learning process, 28 (50.9%) responded affirmatively, 4 (7.3%) responded tentatively that it might, 19 (34.5%) responded negatively, and 4 (7.3%) declined to respond.

Faculty were asked for their views on the following strategies to improve teaching. Twenty-nine (52.7%) rejected evaluation by students supervised by the university administration, arguing that such evaluations would be made for personal reasons. Students will favor "easy-grading" teachers, and most often such evaluations would not be accurate. Twenty-one (38.2%) favored student evaluations of instruction. However, these faculty members had conditions for student evaluation, among them that student must fully understand the seriousness of the evaluation, the evaluation must be administered at the end of academic terms, and students must be at a certain level of maturity and responsibility if the evaluation objectives were to be achieved. Five (9.1%) declined to respond.

Peer evaluations through class attendance and discussion was rejected by 33 (60%) of the faculty, who argued that students will misinterpret such evaluations and think less of their instructors' qualifications. Twelve (21.8%) accepted the idea of such evaluations. Among those one

commented that "the peer should be in the same department," and another commented that the "evaluation would be useful only if the discussion was 'scientific.'" Eight (14.6%) declined to respond, while 2 (3.6%) indicated that they did not object but had certain reservations. For instance, one remarked that a faculty member might evaluate another faculty member highly "just to be nice as a courtesy to a friend."

Evaluation by the department chair or the university dean through class attendance followed by discussion was rejected by 31 (56.3%) of the faculty members. This group commented that such evaluation was not appropriate to a higher education institution. "It is difficult to put faculty in that spot," one remarked, "and treat them like students." "Even if this works in the western world," another remarked, "it doesn't work here." Fifteen (27.3%) agreed with the evaluation method, stipulating that the chair of the department or the vice dean of the college must be in the same field as the instructor being evaluated and must be highly qualified. Nine (16.4%) did not respond.

Self-evaluation through the usage of a video and a camera was rejected by 25 (45.4%). One instructor commented, "We can't afford it." Twenty-one (38.2%) approved if the equipment were available. Nine (16.4%) declined to respond.

Participation in seminars on teaching effectiveness and improvements was favored by 45 (81.8%). However, one commented, "Everyone has to attend." "This is the best way to improve teaching," another remarked, "as long as it doesn't question faculty's pride and honesty." Seven (12.7%) disapproved. One argued, "This doesn't work for faculty with long experience in teaching." Five (5.5%) declined to respond.

Usage of an expert evaluator to evaluate teaching was favored by 27 (49.1%). However, many noted, "This should happen without students' knowledge," and another noted, "This expert must be an expert in my field." Twenty (36.4%) rejected the expert evaluation, arguing that this should occur prior to the hiring of a faculty member. One instructor commented, "This is an insult." Eight (14.5%) declined to respond.

Table II presents highs and lows of faculty's opinions on strategies designed to improve instruction.

Faculty were asked on an open ended question of what would be the criteria that they would accept or reject with respect to evaluating teaching, faculty responded variously, many citing unique and uncommon items. However, ten of the criteria that faculty could agree on, are indicated in Table III. Eleven (20%) of the faculty surveyed declined to respond. As for the criteria that faculty would not accept, a very small percentage responded. Five (9.1%) said they do

not accept students' evaluation, and 2 (3.6%) rejected evaluation of instructor's personality.

TABLE II  
FACULTY RESPONSES TO ALTERNATIVE STRATEGIES  
DESIGNED TO IMPROVE TEACHING

	Favor in Percentage	Reject in Percentage
Students' Evaluation	38.2	52.7
Peer Evaluation	21.8	60.0
Department Chair or Dean Evaluation	27.3	56.4
Self-Evaluation by Camera and Video	38.2	45.0
Seminar Attendance	81.8	12.7
Evaluation by an Expert	49.1	36.4

TABLE III  
RESPONDENT FACULTY'S CRITERIA OF EVALUATING INSTRUCTION

Criteria of Evaluation	Number Responding	Percentage
Lecture presentation and explanation	(8)	14.5
Students' participation in class discussion	(7)	12.7
Students' results on finals	(7)	12.7
Students' degree of understanding	(6)	10.9
Students' evaluation	(6)	10.9
Usage of examples during lecture	(5)	9.1
Student attendance	(4)	7.3
Faculty's scientific achievement	(3)	5.5
Evaluation of the course text	(3)	5.5
Information to students	(2)	3.6

When faculty were asked if they believed they have achieved a scientific and social status that precludes the need for their teaching to be evaluated, 23 (41.8%) responded affirmatively. One faculty member noted, "Yes, I think so, because of my long experience," and another, "I love my work, and I work very hard." Twenty-six (47.3%) responded that they do not believe they have achieved this status yet. However, one instructor noted, "Although I don't believe I have arrived at this status, I believe the method of evaluating university instructors has to match her social status." Another noted, "Improving teaching comes from the instructor herself." Six (10.9%) declined to respond.

Faculty were asked in question #9 of the Faculty Survey if they agree with the following statement proposed by the researcher:

Evaluation of faculty academic performance in class by students, teaching staff or university administrators would cause a negative impact on the relationship between the student and the instructor, as well as the relationship among faculty, instructors, and department chairs. Furthermore, it would create an uncomfortable atmosphere for teaching staff in the classroom setting, which would in turn have a negative effect on the quality of teaching.

Thirty-three (60%) agreed with the statement, one noting "The negatives of the evaluation are greater than the negatives of unevaluated teaching," and another, "Our society is not ready for this kind of thing." Sixteen (29.1%) did not agree with the statement and 6 (10.9%) declined to respond.

In Question #10 faculty were asked to comment on the study. The few comments made may be found in Appendix M.

### Student Survey Findings

A total of 350 senior level students at K.A.U. were surveyed; 224, or 64%, responded. Survey questionnaires were developed by the researcher and submitted to the offices of the Vice Deans of the four major colleges. Secretaries of each college distributed and collected the survey forms 45 days later.

Student responses to survey questionnaires are as follows (see Student Questionnaire in Appendix I):

Of 224 students, 168 (48%) said they had never participated in evaluating their instructors' teaching during their entire period at the university. Fifty-six (16%) of the students indicated they had participated in evaluating their instructors' teaching.

Of the 56 (16%) students who said they had participated in evaluating their teachers, 31 (55.3%) said they had done so only once while at the university; 9 (16.1%), twice a year; 8 (14.3%) once a year; and 8 (14.3%) once every two years.

Of the 56 students who had previously evaluated their teachers, 43 (76.8%) said that they had participated by responding to a questionnaire, while 11 (19.6%) said they



were asked to evaluate their instructors' teaching orally. Two (3.6%) declined to respond.

When students were asked whether they thought students should have a role in evaluating their instructors' teaching, 171 (76.3%) responded affirmatively, while 12 (5.4%) felt that the evaluation of teaching is solely the responsibility of the university administration. Twelve (5.4%) did not believe that students are qualified, 18 (8.0%) felt both that it is the university's responsibility and students are not qualified 11 (4.9%) declined to respond.

When students were asked if their participation in evaluating their instructors' teaching would improve instruction and therefore improve learning (see Table IV), 163 (72.7%) responded with strong agreement, 38 (16.9%) responded with moderate agreement, 12 (5.4%) responded with slight agreement, 9 (4%) responded negatively, and 2 (1%) declined to respond altogether.

Students were asked if they thought their participation would negatively affect student/teacher relations, in turn leading to instructors taking a defensive stand against students (see Table V). Thirty (13.4%) responded with strong agreement, 72 (32.1%) with moderate agreement, while 79 (35.3%) responded no. Forty-three (19.2%) declined to respond.

TABLE IV  
STUDENT RESPONSES TO THE IMPORTANCE OF TEACHER  
EVALUATION IN IMPROVING INSTRUCTION

Student Responses	Number Responding	Percentage
Yes, a lot	163	72.7
Yes, somewhat	38	16.9
Yes, a little	12	5.4
No	4	4.0
No response	2	1.0
Total	224	100

Students were asked if they believed that their participation in evaluating instruction is not important. Thirty-five (15.6%) said they trust the university decision in hiring instructors; 35 (15.6%) said instructors should be respected for their contribution to society; and 33 (14.7%) said evaluation will affect students' perceptions of instructors and undermine instructors' authority and control in the classroom in particular and the university in general. However, an astonishing 89 (about 39.7%) strongly indicated the importance of students' participation in evaluating teaching. Thirty-two (14.3%) declined to respond.

When students were asked their views on university policy that limits students' evaluation of instruction to

the filing of complaints against their teachers, 56 (25.2%) said that they are satisfied with this policy; 51 (about 22.8%) said that they are somewhat satisfied; while 100 (about 44.6%) strongly disagreed with the policy. Seventeen (7.6%) declined to respond.

TABLE V  
RESPONDENT STUDENTS' FEAR OF INSTRUCTORS  
DUE TO PARTICIPATION IN  
TEACHER EVALUATION

Student Response	Number Responding	Percentage
Yes, a lot	30	13.4
Yes, somewhat	72	32.1
No	79	35.3
No response	43	19.2
Total	224	100

In Question #8 of the questionnaire (see Student Questionnaire in the Appendix I), students who had filed complaints 89 (40%) cited lack of academic preparation; 110 (49%), bad social attitude of an instructor toward her students, 77 (34%), poor organization and presentation of course material; 108 (48%), grading; and 23 (12.5%) cited other matters (see Table VI below).

TABLE VI  
NATURE OF STUDENT COMPLAINTS

Item of Complaints	Number Responding	Percentage
Lack of academic preparation	89	40
Bad social attitude	110	49
Poor organization and presentation of course materia	77	34
Unfair grading	108	48
Other	28	13

In Question #9 students were asked if they ever filed complaints and if they had, what was the nature of those complaints and whether their complaints resulted in changes in their interest. Sixty-one (27.2%) said they had thought seriously of complaining but were afraid to do so. Twenty-one (9.4%) said they had complained on such issues as the presentation of material, their own lack of understanding lectures, and the instructor's bad social attitude, only to find the result favoring the instructor's interest. One student commented, "All I got from this was my low average and hatred from the instructor." However, 11 (4.9%) said that they had filed complaints concerning their instructor not attending class, very poor presentation of lecture, or very long curricula, and the results favored them, the

students. One hundred thirty-one (58.5%) declined to respond.

In Question #10 students were asked to suggest criteria and standards for evaluating teaching, should student evaluations be allowed at the university. One hundred sixty-one (72%) responded. Almost each respondent had her own criteria of effective teaching. However, students came to agree on the following factors for evaluating instruction (in what the students regarded as their descending order of importance, from most to least):

1. Preparation and organization of subject matter.
2. Presentation of subject matter.
3. Ability to communicate information effectively.
4. Fairness in grading examinations.
5. Instructor's presentation in accordance with students' capacity to understand.
6. Importance of student-instructor relationship which include the following:
  - a. Treatment of students with respect and dignity.
  - b. Willingness to break the barrier between students, faculty and building a friendly and trusting relationship.
  - c. Willingness to listen to students' suggestions and points of view.

- d. Understanding and appreciation of students' side when problems arise.
  - e. Evaluation of students on the basis of their performance during the academic term rather than on examinations only.
  - f. Willingness to allow students to discuss with them examination results.
  - g. Willingness to engage in open discussion between students and faculty concerning teaching and its evaluation.
  - h. Instructors' fairness in treating students alike, rather than favoring one over the others.
  - j. Willingness to help in diminishing student's fear toward their instructors.
  - k. Willingness to respect students' freedom of speech.
- 7. Instructor's sufficient knowledge of the Islamic religion.
  - 8. Student's evaluation of instruction.
  - 9. Instructor's scientific status.
  - 10. Instructor's experience in teaching.
  - 11. Assignment of the right instructors to teach the right subject.
  - 12. Instructor's interest in teaching.
  - 13. Instructor's presentation of course plan or syllabus.

14. Instructor's availability during office hours.
15. Instructor's patience in answering students' questions.
16. Instructor's knowledge of subject matter.
17. Students' outcome reflecting effectiveness of instructor's performance.
18. Improvement of instructor's performance by training.
19. Instructor's self-evaluation.

In question #11 students were asked to rate the importance of establishing an evaluation system of teaching on a scale from 1-10 where #1 represents the least important, #10 the most important. One hundred one (45%) students rated the importance of such a system "10," while 63 (29%) students were divided among the ratings of "9," "8" and "7." Forty-one students were divided among the other ratings, while 20 (9%) students declined to respond. Table VII clarifies these results.

In Question #12 students were asked to comment on this study. Since over 200 students provided comments generously, a selected number of students' comments are presented in Appendix N.

TABLE VII  
STUDENT RATINGS OF THE IMPORTANCE OF A  
FORMAL SYSTEM OF TEACHER EVALUATION

Rating Scale	Number Responding	Percentage
10	101	45
9	20	9
8	26	12
7	17	8
6	12	5
5	20	9
4	5	2
3	3	1
2	-	0
No Response	20	9
Total	224	100

### Discussion

Discussion of Interview Findings. It seems that the Dean of the Women's Section of K.A.U. and three out of the four Vice Deans of the university's major colleges are in agreement as to the importance of implementing a formal evaluation system of instruction. All interviewed officials believe that students' complaints are the results of disputes between students and faculty and that such disputes deserve a cautious investigation that requires time, effort and understanding to both parties in the disputes. All interviewed officials call for some method for evaluating instructors' academic performance. All agree on criteria for evaluating instruction presented by the researcher (see Table I). All interviewees except the Vice Dean of the



College of Science support students' participation in teacher evaluation. Moreover, all disagree with the observation method (the use of a professional evaluator) to evaluate teaching performance. In general, top officials of K.A.U.'s Women's Section are in support of implementing a teacher evaluation program at the University. In fact, the Vice Dean of the College of Economics and Administration introduced the concept to the university by starting a program in her college three years ago. Although this program was stopped, the Vice Dean is working hard to reinstate it again. This present study can benefit greatly from the experience of the Vice Dean's teacher evaluation program.

At present at K.A.U. only a number of student complaints result in a teacher's being "evaluated."

All interviewed officials indicated that, beyond this, there is no formal evaluating system currently employed at the university. All interviewees except one gave full support to establishing a formal evaluation system.

Surprisingly, none of the interviewees, including the Dean, mentioned the yearly evaluation report of faculty members. One can infer from this that the yearly evaluation is either not employed or, if it is, it is employed only occasionally and not very rigorously or seriously.

Discussion of Faculty Survey Findings. Fifty percent of the faculty surveyed disagree with the current method of

teacher evaluation (students filing complaints to the department chair or the vice dean of the college). The idea of students going behind their instructor's back is the part that many faculty find difficult, even impossible, to accept. Even the faculty who favored the current method, insist on knowing the names of complaining students. The core of the problem accrues after identifying the name of the complaining students, the conflict between the faculty member and the student begins and this detracts from the instructor's comfort and ability to perform in class and from student's freedom to ask questions, disagree, and learn in a friendly environment. It is obvious that there is no direct contact between students and faculty when problems arise.

It seems that, in general, faculty at K.A.U.'s Women's Section are opposed to the current practice of teacher evaluation. Only 20% of the surveyed faculty approve of such a practice.

Although 34 (62%) of the faculty members surveyed expressed support for a formal evaluation system for teaching; almost 29 (53%) reject student participation under the university administration in such a system. An important question arises here. Is one of the faculty members' worries that the university would spot their weaknesses in instruction? It is important to note that the evaluation program supervised by the College of Economics and Adminis-

tration started successfully and later was stopped for improvement. According to the college's Vice Dean, college students and faculty had to be oriented with the evaluation process.

Even the faculty members who favored students' evaluation of instruction expressed concern that students would lie and the administration might take students' ratings too seriously. It is obvious that trust between faculty and students is low.

Surveyed faculty oppose peer evaluation, evaluation by chairperson of the department or by Vice Dean of the college; and 21 (36.4%) support self-evaluation by using a camera and a video. However, it is unlikely that the university would support it financially. Although 27 (49%) of the surveyed faculty support evaluation by an expert, they pre-conditioned their support. Moreover surveyed faculty strongly support participation in seminars or teaching effectiveness and improvement. However, some feel that all faculty should be required to attend. Attendance by all members would disguise any particular instructor's need for help in instruction performance. Most likely, surveyed faculty, or at least some, feel embarrassed by the prospect of having their performance evaluated. Furthermore, they may fear that their academic reputation might suffer.

As for faculty's criteria for evaluating instruction, the ones who responded mention faculty/student relationship

in the classroom--a relationship that can contribute to student learning in general. For instance, the social attitude of instructors toward their students was not noted among the responses.

It is surprising that nearly 23 (42%) of the surveyed faculty felt that they have achieved a scientific and social status that should preclude their being evaluated. One can appreciate their sensitivity regarding their status, but their "scientific status" may be illusory: dedicated experience in teaching in no way guarantees perfection in the practice of teaching or, for that matter, in a scientific field. Still, even the surveyed faculty who did not think they had achieved such a status favored improving their teaching skills on their own, by themselves. Again, faculty reject interference when it comes to their skill and knowledge of their field. It is obvious that surveyed faculty are opposed to anyone looking over their shoulders, monitoring their conduct of teaching. It is clear that surveyed faculty prefer self-evaluation as the best solution to improve instruction.

Discussion of Student Survey Findings. Although the surveyed students in the Women's Section of K.A.U. have little experience in the importance of evaluating teaching, they strongly support it. They may feel that they need to improve their learning or think that they should have a say

in the university because their opinions relating to academic affairs have been disregarded in the past.

The nature of students' complaints of the current evaluation method indicated that there is some cause for concern about lack of academic preparation, poor organization and presentation of course material by the faculty. As a result, evaluating instruction becomes essential to improve students' learning.

In addition, 110 (49%) students seem to suffer from the negative social attitude of instructors. If communication is direct and open between students and faculty, students will be able to express their concerns to faculty themselves, which in turn might lead faculty to make an effort to listen to and understand students' concern. However, when such a complaint is communicated to the instructor through the college administration, faculty may take a defensive position toward the student. Moreover, even under the current evaluation method, it seems that students are reluctant to submit a complaint to the college or the department administrator, fearful that their identity will become known to the instructor who in turn will act defensively toward the complaining students and take it out on their grades.

No doubt faculty's academic performance in class is in need of a formal evaluation procedure since students'

complaints so often question faculty's ability to communicate information to students.

As of now, student complaints against their instructors are hardly considered as an evaluation of teaching. Complaints are dealt with as individual problems or personal conflicts.

Students need to be heard (and to feel that they are being heard), as indicated by their responses to the suggested criteria of teacher evaluation. They feel a genuine need, not only to learn the course material, but to improve their relationship with their instructors, which in turn might facilitate their learning.

### Conclusion

The practice of students' registering complaints against their instructors produces an uncomfortable situation in the classrooms where instructors and students meet.

Even if the yearly evaluation report were effective, it still does not include teaching evaluation. It seems that it is enforced only when the university administration is studying contract extension for non-Saudi faculty members or making decisions concerning promotions.

Student complaints cannot help to improve teaching. The investigation that takes place touches on sensitive issues, strains relations between the students and the

faculty member. Moreover, the investigation has to result in a "winner" and a "loser." Therefore, somebody--either the teacher or the student--has to "lose."

Student complaints cannot be considered as a viable evaluation tool. The department chair or vice dean of the college has to play the role of a counselor. Perhaps the university needs to establish a special office to solve disputes of this nature.

In the complaint process students' rights are not protected. Even if these rights were protected, student complaints are not an adequate substitute for a formal evaluation procedure. Most student complaints are concerned with examinations, grading matters, and a poor social attitude on the instructor's part. None of this tends to improve the student's learning.

Student complaints are not a professionally respected method of solving any kind of academic problem and do not promote progress in the teaching/learning process.

It would be helpful to break down the barriers between them, with no embarrassment to faculty, and to protect the identity of the student.

Faculty should not expect themselves to be perfect performers in class. Faculty must acknowledge that teaching should be under continuous revision and refinement, and that long experience or a high degree does not grant them infallibility in teaching.

Faculty seem to oppose or be uncomfortable with most methods of teacher evaluation, especially methods that put them under an outsider's supervision.

Indeed, most faculty surveyed deplored the idea of having their instruction being evaluated by students. "Honesty in my work is seen by God," or "This issue is between me and my God," or "My work is dedicated to God," or "This is a sacred responsibility" are examples of faculty responses to evaluation proposals. Following the responses from the faculty, during a phone interview, Court Judge Shaik Ali Al-Muhanna (personal communication, June 1, 1988), of the city of Medina in Saudi Arabia, indicated that evaluation of faculty performance by students in the classroom is accepted by the Islamic religion on the conditions that the evaluators fully understand the objectives of the evaluation and respond truthfully and accurately even if the truth is not in the interest of the evaluatees.

Student evaluation of instruction might strengthen the relationship between faculty and students, build trust, and encourage cooperation on both sides, improving the teaching process rather than creating a personal war between faculty and students.

This conclusion leads the researcher to the development of a teacher evaluation program (see Appendix L). Review of the proposed program is presented in the following Section (B) in this Chapter.



## SECTION B: FINDINGS OF THE FIELD REVIEW

In light of the findings generated from interviewing and surveys, in addition to the previous discussion in Section A of Chapter V, Section B of this Chapter presents findings of the field review of the proposed teacher evaluation program (see Appendix L). Findings of the field review are followed by a discussion and arguments generated by the review. The revised version of the proposed program is presented in Chapter VI.

Review of the proposed teacher evaluation program to K.A.U. (Women's Section) has been carried out by 14 selected members of K.A.U. in both the male and female sections, and two selected members of both K.F.U. and K.S.U. (Women's Sections).

### University Ranking Positions of the Reviewees

K.A.U. (Women's Section):

- o Dean of the Women' Section.
- o Assistant Dean of the Women's Section.
- o Vice Dean of the College of Medicine.
- o Vice Dean of the College of Arts and Literature.
- o Vice Dean of the College of Economics and Administration.
- o Vice Dean of Librarian Affairs, former Vice Dean for Administrative Affairs.
- o Department Chair of the English Department.

- o An Associate Professor in the Biology Department, former Dean of the Women's Section.
- o Faculty member in the College of Economics and Administration and a potential Vice Dean of the same college in the year 1989.
- o Faculty member in the Sociology Department, former editor of Sayidaty Magazine, one of the most popular family magazines in the Arabic world.

K.A.U. (Men's Section):

- o Director of the Center for Teaching and Learning Development.
- o Council of the Scientific Board at K.A.U. and a Professor in the College of Arts and Literature.
- o Director of the Scientific Research Committee of K.A.U.
- o Faculty Member in the Sociology Department.

K.F.U. (Women's Section):

- o Vice Dean for Student Affairs.

K.S.U. (Women's Section):

- o Vice Dean of Academic Affairs.

#### Review of First Component: Campus Orientation

The First Component of the proposed program contains three elements:

- o Brochures distributed around K.A.U. campus, explaining to students as well as faculty the importance of a

teacher evaluation system and clarifying its objectives.

- o Obtaining books by K.A.U. Library on issues concerning faculty evaluation and development.
- o Posting a letter around K.A.U. campus boards that documents what the King of Saudi Arabia has said about the importance of monitoring the achievements of public employees in their jobs. Provide a summary of this study's findings to demonstrate the need for a formal evaluation system of teacher evaluation at K.A.U., and finally encourage students and faculty to resolve their differences through professional and productive methods of communication.

Review of K.A.U.'s Women's Section is presented in Table VIII in addition to their comments on elements of the first component. Review of K.A.U.'s Men's Section is presented in Table IX with their comments. Review of K.F.U. and K.S.U. (Women's Sections) are presented in Table X with their comments.

Reviewees were referred to as Person 1, Person 2, and so forth and are in no particular order to the listing on pages 120-121.

According to ratings of items in the first component presented in Tables VIII, IX, and X, 9 out of 16 reviewees strongly agree with the brochure distribution around

K.A.U. campus, while 4 reviewees responded with "somewhat agree," and 3 reviewees responded with "little agreement." The second element, obtaining books on faculty evaluation by K.A.U. Library, was met by strong agreement by 6 reviewees. Three responded with "somewhat agree," 5 rated it with "little agreement" and 2 with "no agreement." Posting of letters around K.A.U. on campus boards was met by "strong agreement" by 6 reviewees, "somewhat agreement" by 6 and "little agreement" by 4 reviewees.

In the review forms of the proposed program reviewees were asked to offer their suggestions on what else might be done to provide an introduction and orientation to a teacher evaluation system. Reviewees responded with the following:

1. An arrangement of some lectures or a special program about the subject will help during the orientation stage.
2. Presentation of lectures concerning this subject by experts in the evaluation field in addition to making special seminars concerning this issue.
3. Developing an orientation program of teacher evaluation to newly admitted students.
4. The best way to introduce the idea of teacher evaluation is to talk about it in special seminars designed to improve the quality of teaching and the performance of all teachers.

TABLE VIII

## REVIEW OF FIRST COMPONENT BY K.A.U. (WOMEN'S SECTION)

	First Element Brochure Dist. Around K.A.U. Campus	Second Element Obtaining Books on Faculty Evaluation and Development at K.A.U. Library	Third Element Posting Letter on Campus Boards	Comments
Person 1	A	A	B	Brochures will be most effective if written in the Arabic Language  Books on Faculty Evaluation and Development need to be translated to the Arabic Language
Person 2	A	A	A	--
Person 3	A	A	A	--

TABLE VIII  
 REVIEW OF FIRST COMPONENT BY K.A.U. (WOMEN'S SECTION)  
 (CONTINUED)

	First Element Brochure Dist. Around K.A.U. Campus	Second Element Obtaining Books on Faculty Evaluation and Development at K.A.U. Library	Third Element Posting Letter on Campus Boards	Comments
Person 4	A	A	A	--
Person 5	B	C	B	Books on Faculty Evaluation and Development are not needed, we are a society that doesn't read.
Person 6	A	A	C	Ready to recommend the need for such books and put them under reserve.  Posting letter is not needed so the student doesn't feel too im- portant.

TABLE VIII  
 REVIEW OF FIRST COMPONENT BY K.A.U. (WOMEN'S SECTION)  
 (CONTINUED)

	First Element Brochure Dist. Around K.A.U. Campus	Second Element Obtaining Books on Faculty Evaluation and Development at K.A.U. Library	Third Element Posting Letter on Campus Boards	Comments
Person 7	C	B	C	--
Person 8	C	D	C	Students hardly read their own text, much less books on faculty evaluation.
Person 9	B	B	B	--
Person 10	A	A	A	--

A = Strongly Agree  
 B = Somewhat Agree  
 C = Little Agreement  
 D = No Agreement

TABLE IX  
REVIEW OF FIRST COMPONENT BY K.A.U.  
(MEN'S SECTION)

	First Element Brochure Dist. Around K.A.U. Campus	Second Element Obtaining Books on Faculty Evaluation and Development at K.A.U. Library	Third Element Posting Letter on Campus Boards	Comments
Person 11	B	C	B	--
Person 12	A	C	B	--
Person 13	A	C	A	--
Person 14	C	D	C	people hardly read.

A = Strongly Agree  
B = Somewhat Agree  
C = Little Agreement  
D = No Agreement



TABLE X  
REVIEW OF FIRST COMPONENT BY K.F.U. and K.S.U.  
(WOMEN'S SECTIONS)

	First Element Brochure Dist. Around K.A.U. Campus	Second Element Obtaining Books on Faculty Evaluation and Development at K.A.U. Library	Third Element Posting Letter Campus Boards	Comments
Person 15	A	C	A	--
Person 16	B	B	B	--

A = Strongly Agree  
B = Somewhat Agree  
C = Little Agreement  
D = No Agreement

5. Every class instructor should dedicate a big portion of her last two classes in the semester to explain the main and real purpose behind the evaluation system. This may help change students' attitude toward the method since half of them think that saying good things about the instructor will grant the student a good grade in the course or vice versa. Gaining students' trust first, then gaining their understanding of the system, is the key issue in determining effectiveness.

6. Since the university community showed the enthusiasm for the proposed program, why not recommend the proposed system to the administration?

7. Introduction of teaching evaluation has to be an academic discussion of K.A.U. However, a discussion has to be initiated by the Scientific Council of K.A.U. to introduce methods of teaching evaluation. Forms were proposed in one department, engineering and results are encouraging. The proposed program will be of importance in that regard.

8. Each department should have regular meetings with its students to discuss the subject matter and about how to get the best out of its teachers. In addition, there can be workshops among faculty members and regular meetings among department heads.

9. A well advertised and well conducted seminar for a selected group of students who can assist in publicizing the advantages of the proposed program might be of great

importance in this regard. Seminars would remove the barriers between students and teachers.

10. Mobilizing positive feelings regarding the project.

11. Teacher evaluation should be encouraged not as a system of monitoring or control but rather as a tool by which both the teacher and the student can cooperate to improve the learning process and to make it more exciting for the students.

12. Undoubtedly, teacher evaluation will push some of the dull teachers out of their secured holes and will keep the "good" ones "on their toes."

13. It is very important during the orientation phase to make it clear that teacher evaluation is not meant to be a weapon in the hands of students against their teachers, nor an expose of the teacher.

14. Students' evaluation of instruction is an opportunity for the students to learn how to exchange places or power positions in life.

#### Review of Second Component: Students' Rating

Review of elements of the students' instructional form is presented in Table XI. Basically, Table XI is the same table used in rating the students' instructional form. It shows the reviewees' rating of the clarity and importance of the elements of this form.

In summary, almost all items of all sections were rated as important. The clarity of a few items, however, is a concern to some reviewees. In Section One, the second item, "Using class time appropriately" was viewed by 7 out of 15 reviewees as "somewhat clear," while the third item, "Presenting topics with logical expression," was rated by 2 reviewees as "unclear" and by 4 as "somewhat clear." Six out of 15 reviewees noted that such items needed clarification. In section two the second item, "Varying tone to show vocal expression," was rated by 3 reviewees as "not clear" while 4 rated it as "somewhat clear." Only 9 out of 15 reviewees rated it as "important." In Section Three the second item, "Rating course content to recent development," was rated "not clear" by 2 reviewees and "somewhat clear" by 4. Items of Section Four were rated as "clear" and "important" by the majority of reviewees. In Section Five the fourth item, "Providing useful feedback," was rated "somewhat clear" by 4 out of 15 reviewees. Items of Section Six were rated favorably by most reviewees. All four items in Section Seven were rated either by half or one-third of the reviewees as "not clear" and "somewhat clear," while the third item of this section was rated by a third of the reviewees as "somewhat important." Total number of reviewees of the student instructional rating form is 15 rather than 16 due to the fact that one of the reviewees has

TABLE XI  
 REVIEWEES' RATINGS OF CLARITY AND IMPORTANCE  
 OF ITEMS IN STUDENT RATING FORM

	Clarity			Importance		
	N=15			N=15		
	Not Clear	Some- what Clear	Clear	Not Imp	Some- what Imp	Imp
<b>Elements of Student Rating Form</b>						
<b>Section 1 Organization of Subject Matter on Course</b>						
o Being prepared for class	1	1	13	-	-	15
o Using class time appropriately	-	7	8	-	1	14
o Presenting topics with logical expression	2	4	9	-	1	14
o Reviewing and summarizing course material	-	-	15	-	3	12
o Presenting course plan and syllabus	1	1	13	-	1	14
<b>Section 2 Effective Communication</b>						
o Communicating effectively outside of class	1	4	10	-	1	14
o Varying tone to show vocal expression	3	4	8	1	5	9
o Responding to students' comments and questions	-	-	15	-	-	15
o Presenting examples to clarify points	-	-	15	-	-	15
<b>Section 3 Sufficient Knowledge and Enthusiasm for the Subject</b>						
o Relating new ideas to familiar concepts	-	4	11	-	4	11
o Relating course content to recent development	2	4	9	-	3	12
o Sustaining student's interest in class	-	3	12	-	1	14
o Demonstrating command of the subject matter	-	3	12	-	2	13

TABLE XI  
 REVIEWEES' RATINGS OF CLARITY AND IMPORTANCE  
 OF ITEMS IN STUDENT RATING FORM  
 (CONTINUED)

Elements of Student Rating Form	Clarity N=15			Importance N=15		
	Not Clear	Some- what Clear	Clear	Not Imp	Some- what Imp	Imp
Section 4 Positive Attitude Toward Students						
o Using constructive criticism	2	1	12	-	1	14
o Helping students to understand the material	-	1	14	-	1	14
o Encouraging student discussion	-	-	15	-	-	15
o Willing to listen to student's point of view	-	2	13	-	-	15
Section 5 Fairness in Examination and Grading						
o Clarifying grading procedure	-	1	14	-	2	13
o Designing examination to reflect the content and emphasis of the course	-	3	12	-	2	13
o Grading assignments fairly	-	2	13	-	1	14
o Providing Useful feedback	1	4	10	-	3	12
Section 6 Flexibility in Approaches to Learning						
o Varying instructional techniques	-	1	14	-	1	14
o Using lecture versus discussion at appropriate times	-	1	13	-	3	12
o Using methods that augment readings to facilitate student learning	1	2	12	-	1	14
o Using examples and illustrations	-	-	15	-	-	15

TABLE XI  
 REVIEWEES' RATINGS OF CLARITY AND IMPORTANCE  
 OF ITEMS IN STUDENT RATING FORM  
 (CONTINUED)

Elements of Student Rating Form	Clarity			Importance		
	Not Clear	N=15 Some- what Clear	Clear	Not Imp	N=15 Some- what Imp	Imp
Section 7 Appropriate Student Learning Outcome						
o Extent of intellectual challenge and stimulation	3	5	7	-	3	12
o Increase in understanding of concepts and principles in this field	2	4	9	1	2	12
o Increase in competence in this subject	2	5	8	1	5	9
o Increase in ability to communicate clearly about this subject	2	4	9	-	3	12

been discounted owing to the individual's demonstrated lack of understanding of those ratings concerning the clarity and importance of the elements in the review.

Reviewee Comments on Students' Instructional Form.

The review generated the following comments and suggestions:

1. Review of student's instructional form would have been more practical if an Arabic version of the items is presented as well.

2. It is doubtful if students can understand all items of Section 7 Appropriate Student's Learning Outcome" (see form in the proposed program).

3. Relating new ideas to familiar concepts and relating course content to recent developments can't be applied in some subjects.

4. Some items, though they may be important, lack specificity. For instance:

- o Using class time appropriately
- o Communicating effectively outside of class
- o Providing useful feedback

(What constitutes an "appropriate" use of class time, "effective" communication, or "useful" feedback?)

5. Some items may be difficult to translate to the Arabic language. Items like "Presenting topics with logical expression" in Section One, and "Using lectures versus discussion at appropriate times," in Section Six of the student's instructional rating form.



Review of Questionnaire Administration. Table XII presents reviewees' views on the procedure of administering student's instructional rating form with respect to clarity and confidentiality.

TABLE XII  
REVIEWEE RESPONSES TO ADMINISTERING  
PROCEDURE

Response	Procedure Clear	Procedure Confidential
Yes	16	13
No	--	3
Total	16	16

The review generated the following comments and suggestions:

1. The more informal and casual the process is, the better it is.
2. The university administration should be involved to ensure teaching improvement.
3. Data should be gathered by the department, not the instructor.
4. Disagreement with instructor leaving the classroom; that is to prevent students from getting out of control, exchanging ideas, and affecting each other's answers.

5. Step 2 and Step 3 are not important. The instructor should hand out the forms and get them back, there is no need for the instructor to leave.

6. Steps 2, 3, and 4 are not necessary because the instructor will develop trust between the students and himself.

7. Some effort must be made to familiarize students with the purposes and uses of the evaluation to ensure that their relationship with their instructors will not be negatively affected.

8. Students should return questionnaires to the administration office.

9. This procedure will ensure confidentiality to some extent.

10. An administrator or teaching assistant should be in the classroom when the instructor leaves to assure there is no discussion or exchange of ideas.

11. There should be a discussion of evaluation results between the instructor and students.

12. Keep the instructor out of the whole procedure since he/she is the one being rated. It would ensure confidentiality if a student volunteer would take the envelope back to the department head's office or by assigning a university staff or faculty member (who has not had any personal contact with the students) to be in charge of collecting all evaluation forms from students.

13. The procedure should be confidential if the students are to view it as being effective.

Review of Third Component: Data Analysis, Interpretation Procedure and Improvement Strategies

Data Analysis and Interpretation. Table XIII presents reviewees' views on the procedure of data analysis and interpretation of students' instructional rating form. Table XIII shows that the procedures used for analyzing and interpretation are considered useful and clear by almost all reviewees.

TABLE XIII  
REVIEWEES' VIEWS OF DATA ANALYSIS  
AND INTERPRETATION

Response	Analysis Clear and Helpful	Interpretation Clear and Helpful
Yes	15	15
No	1	1
Total	16	16

Improvement Strategies. Table XIV presents reviewees' ratings on the improvement strategies proposed by the researcher.

TABLE XIV  
 REVIEWEES' RATINGS OF IMPROVEMENT  
 STRATEGIES

	Not Eff.	Somewhat Effective	Effective
1. Review of Arabic and American literature seeking solutions for instructional problems	-	10	6
2. Discussion of findings with a close colleague	-	5	11
3. Obtaining outside help from an expert in the field	-	2	14
4. Starting workshops in every department or college	-	2	14
5. An open discussion between the instructor and her students	3	1	12
6. Instructors with high ratings in instruction supporting others seeking help	2	8	6

Reviewees' Readiness to Employ the Proposed Program

Two reviewees from the Women's Section at K.A.U. suggested employing the proposed program immediately. One commented, "The best test for the program is to employ it and I'm willing to do so in my class." Another promised employment of the revised program when developed.

### Discussion of the Field Review

First Component: Campus Orientation. The first element of campus orientation is brochure distribution 14; out of 16 reviewees fully or somewhat supported it, and 3 reviewees rated it with little support. The proposition of brochure distribution remains in the revised program. It explains the importance of implementing a formal teaching evaluation program and emphasizes the contributions of its objectives to the improvement of the teaching learning process. However, the responsibility of developing such brochure should be carried out by the Center for Teaching and Learning Development at K.A.U. since teaching appraisal is one of the Center's functions. It is important to note that the researcher was not aware of the Center's existence while developing the teacher evaluation program proposed to K.A.U. Nevertheless, the Center's activity has focused on its formation and personnel needs, among other things. The Center has the mechanisms to develop the brochure written in the Arabic language.

The second element of campus orientation is to obtain literature on faculty evaluation and development by the K.A.U. Library. Ten out of 16 reviewees strongly or somewhat supported it and believed that obtaining books by K.A.U. will promote its usage and therefore assist in campus orientation and faculty development. Six reviewees gave it little support, or did not support it at all. Two of them

argued that "people do not read." One of them misunderstood the intention of such books and then declined to justify her lack of support. However, such responses forced the researcher to argue that it is terribly frightening that two reviewees indicated that the Saudi Society hardly reads, forgetting that the reason for the proposal to obtain such books by K.A.U.'s Library is to educate the K.A.U. faculty and administration, not the Saudi Society. Moreover, faculty members and staff of universities usually are considered the highly educated class in a society, and, more importantly, reading is universally considered as an activity of growth and knowledge. It is silly to think that libraries have been established only for students and sillier to believe that faculty have already obtained all the knowledge they need.

Again, the Center for Teaching and Learning Development must carry this responsibility by contacting centers of faculty evaluation and development in the U.S., obtain the most recommended literature and, most importantly, translate it to the Arabic language. Obtaining literature on faculty evaluation and development at K.A.U. Library is a necessary element in campus orientation and faculty development.

The third element of campus orientation is to post around campus a letter including comments by the King of Saudi Arabia about the importance of monitoring public employees during the conduct of their jobs, and a summary of

this study to encourage proper communications between faculty and students. Four reviewees out of 16 fully support it, six viewed it as somewhat effective, and 6 gave it little support.

The researcher chose to remove the third element since this study is going to be available to faculty and students at the K.A.U. Library.

Second Component: Students' Rating. Review of the students' instructional rating form is presented in Table XII in the previous pages. Although the majority of reviewees rated many items on the form highly, they have expressed concerns and reservation regarding the effectiveness of some items. They were concerned with translating items to the Arabic language, specificity of items and the appropriateness of having items, that could not be understood nor should be measured by students.

Clarification of some of the items in the students' instructional rating form should be made. The items have been rated as "not clear" or "somewhat clear," Table XV highlights reviewees' ratings of such items.

It has been stated in this study (see proposal in Appendix L) that items and measures used in developing this teacher evaluation program have been developed by the Center for Instructional Development at Syracuse University. The following clarification of items rated as unclear or somewhat clear is also taken from the same source. (See letter

of approval by Syracuse University in Appendix O). Table XVI presents items before and after clarification.

TABLE XV  
HIGHLIGHTS OF CLARITY RATINGS

	Not Clear	Somewhat Clear	Clear
o Using class time appropriately	-	7	8
o Presenting topics with logical expression	2	4	9
o Providing useful feedback	1	4	10

Reviewee highlights in item rating regarding importance is presented in Table XVII. Reviewees' low ratings of the last two items in Table XVII are based on the fact that such items cannot be applied on all subjects; and since both items were rated as "important" by most reviewees and were considered as an effective measurement to evaluate the instructor's sufficient knowledge of the subject, the researcher adds the words "If applied to subject matter" next to both items.

In the second section of the students' instructional rating form, Item 2, "varying tone to show vocal expression," was rated favorably as "clear" and "important" by more than half of the reviewees. This is interesting in that it reminds one that there are certain characteristics



of instructional classroom performance which matter to many instructors but which hardly matter at all to others.

Although all items of Section 7 have been generally rated as "important," the reviewees commented that such items may not be understood by students and, more importantly, students are not knowledgeable enough to make such a rating.

TABLE XVI  
CLARIFICATION OF ITEMS IN TABLE XV

Items as Proposed	Items after Clarification
o Using class time appropriately	Using class time effectively by not getting off track in terms of covering course objectives.
o Presenting topics with logical expression	Presenting topics with logical expression and in an orderly manner.
o Providing useful feedback	Providing useful feedback and review of examination results.

TABLE XVII  
HIGHLIGHTS OF LOW RATINGS OF IMPORTANCE

	Not Imp	Somewhat Imp	Imp
Relating new ideas to familiar concepts	-	4	11
Relating course content to recent developments	2	4	9

Although the review generated information on the procedural clarity and confidentiality, still reviewees expressed their dissatisfaction with leaving the matter entirely in the hands of the evaluated instructor with no supervision or direction from the college or department. Moreover, students are not trusted to be alone in the classroom while responding to the questionnaire. The possibility of their exchanging views among themselves would make the evaluation inaccurate and invalid. However, it is important to note that the researcher has proposed such procedures to provide a comfortable non-threatening atmosphere for both the evaluated instructor and her students. A faculty member will be greatly encouraged to improve her instruction by the fact that the students' evaluation results are intended for her eyes only. No one else will be made privy to them. This is necessary because 52% of the surveyed faculty members rejected the idea of students' evaluation if such evaluation was supervised by the department or the university administration. It is the researcher's view that the most important factor in the evaluation is that it has to be done in a way in which the evaluated instructor does not resent it. To prevent students from exchanging views during the evaluation, a teacher assistant from the department or the college can be present or the instructor herself. She, however, must occupy herself with other things than watching

students. The condition is to ensure students' freedom in responding.

Third Component: Data Analysis, Interpretation and Improvement Strategies. Data analysis and interpretation of students' instructional rating form have been strongly supported by almost all reviewees. Although two of the improvement strategies--reviewing relevant literature, and help for instructors from highly rated fellow instructors--were not as soundly endorsed by reviewees as were the other four, they will still remain in the revised program for the following reasons:

1. Each improvement strategy cannot be considered as the only way to improve instruction. Attempts of improvement in teaching should be a combination of a number of strategies.

2. There is not a guaranteed improvement strategy that would meet the need of all individuals.

3. Individuals needing improvement in their instruction should select whatever strategy they are comfortable with.

The role of the Center for Teaching and Learning Development in the procedure of improvement strategies will be presented in the revised program.

## CHAPTER VI

### TEACHER EVALUATION PROGRAM

This Chapter presents the revised version of the teacher evaluation program discussed in the previous Chapter. The program is developed to fit the current need of a formal teacher evaluation system at K.A.U. (Women's Section). Its development was based on the findings of interviews of top administrators, surveys of faculty and students conducted in 1987, and a field review of a teacher evaluation program proposed by the researcher in 1988.

The development of this program placed high emphasis on three factors suggested by the research: teacher evaluation has not been formally introduced in Saudi Arabian universities; the social status of teachers in Saudi Arabian universities; and the need for development of a teacher evaluation program that is mostly non-threatening to teachers and to students.

However, this program is especially designed for the current period of time which includes introductory, and orientation stages. It may not be suitable to use in the following years. Moreover, it may not be appropriate to use in the Men's Section of K.A.U. and other universities in the country.

This teacher evaluation program contains three major components:

1. Campus orientation on the subject of teacher evaluation.
2. Students' rating form and procedure for its administration and collection.
3. Guidelines for the class instructor to analyze and interpret students' responses and to improve instruction.

#### FIRST COMPONENT: CAMPUS ORIENTATION

The employment of teacher evaluation at Saudi Arabian universities is somewhat new. Therefore, in order to prevent misunderstanding of its objectives, information detailing these should be made readily available to students as well as faculty and administrators. To accomplish this, the researcher suggests the following:

The Center for Teaching and Learning Development, newly established at K.A.U., should be responsible for the following:

1. Distribution around K.A.U. campus of brochures (developed by the Center) explaining the system, clarifying (in the Arabic language) its objectives, and emphasizing the importance of shared responsibility and mutual cooperation among faculty and students which in turn will lead to the improvement of the teaching learning process.

2. Orientation lectures for faculty and students separately or jointly with the students by inviting expert speakers in the field of teacher evaluation and faculty development, explaining the importance of such a system and its long run contribution to the teaching/learning process.

3. Obtaining books at K.A.U. Library pertaining to faculty evaluation, development and improvement of instruction and translated to the Arabic language by The Center for Teaching and Learning Development.

In addition to that, and to assist campus orientation procedures, the following factors might be of help:

1. Faculty meetings of each department to discuss the issue of teacher evaluation and improvement of instruction to become familiar and start to talk about these topics.

2. Instructors meeting with their students to discuss the issue and to get familiar and comfortable before the actual evaluation.

#### SECOND COMPONENT: STUDENTS' RATING

This section consists of the following: one, the students' instructional rating questionnaire form; two, procedures for administering students' forms; and three, methods of form usage during the academic term. The students' instructional rating form has been developed by the Center for Instructional Development at Syracuse University.

Students' Instructional Rating Questionnaire Form.

The form (see Figure 11) evaluates performance in six major aspects of instruction.

1. Good Organization of Subject Matter and Course
2. Effective Communication
3. Sufficient knowledge of and Enthusiasm for the Subject

4. Positive Attitude Toward Students
5. Fairness in Examinations and Grading
6. Flexibility in Approaches to Teaching

Rating Scale. It is a five-point rating scale as follows:

- Unsatisfactory rating (1 point)
- Below Average rating (2 points)
- Average rating (3 points)
- Above Average rating (4 points)
- Outstanding rating (5 points)

Students' Rating Protection. On the rating form students are instructed not to write their names, thus enabling them to express their opinions freely without fear that their identity will be discovered.

## STUDENT INSTRUCTIONAL RATING QUESTIONNAIRE

Students are not to write their names on form.

Rate the Instructor on each of the items listed below, using the following five-point rating scale by circling the number to the right that best represent your response.

Unsatisfactory	Below Average	Average	Above Average	Outstanding				
1	2	3	4	5				
				1	2	3	4	5
<u>Good Organization of Subject Matter and Course</u>								
Being prepared for class				1	2	3	4	5
Using class time effectively by not getting off track in terms of covering course objectives				1	2	3	4	5
Presenting topics with a logical progression and in an orderly manner				1	2	3	4	5
Reviewing and summarizing course material				1	2	3	4	5
Presenting course plan syllabus				1	2	3	4	5
<u>Effective Communication</u>								
Communicating effectively outside of class				1	2	3	4	5
Varying tone to show vocal expression				1	2	3	4	5
Responding to student questions and comments				1	2	3	4	5
Presenting examples to clarify points				1	2	3	4	5
<u>Sufficient Knowledge of and Enthusiasm for the Subject</u>								
Relating new ideas to familiar concepts (If applied to subject matter)				1	2	3	4	5
Relating course content to recent developments (If applied to subject matter)				1	2	3	4	5

Figure 11. Student instructional rating questionnaire (Diamond, 1987).



	1	2	3	4	5
Sustaining students interest in class	1	2	3	4	5
Demonstrating command of the subject matter	1	2	3	4	5
<u>Positive Attitude Toward Students</u>					
Using constructive criticism	1	2	3	4	5
Helping students to understand the material	1	2	3	4	5
Encouraging student discussion	1	2	3	4	5
Willing to listen to the student's point of view	1	2	3	4	5
<u>Fairness in Examination and Grading</u>					
Clarifying grading procedures	1	2	3	4	5
Designing examination to reflect the content and emphasis of the course	1	2	3	4	5
Grading assignments fairly	1	2	3	4	5
Providing useful feedback and review of examination results	1	2	3	4	5
<u>Flexibility in Approaches to Teaching</u>					
Varying instructional techniques	1	2	3	4	5
Using lecture versus discussion at appropriate times	1	2	3	4	5
Using methods that augment readings to facilitate student learning	1	2	3	4	5
Using examples and illustrations	1	2	3	4	5

Figure 11. Student instructional rating questionnaire (Diamond, 1987) (continued).

#### Procedures for Administering Students' Form

There are three options for administering students' instructional rating form. Instructors are encouraged to choose the procedure with which they are comfortable, keeping in mind that the goal to be achieved is an accurate and valid evaluation of their instruction by their students.

This program suggests that the decision concerning which option to choose in administering students' instructional rating form is left entirely to individual instructors.

First Option:

1. Prior to the distribution of the questionnaire to students, the class instructor will briefly explain the items of the questionnaire and objectives of the rating.

2. The class instructor leaves the forms on her desk and leaves the classroom for approximately fifteen minutes.

3. The students complete the forms and return them to the instructor's desk in an envelope that has been left by the instructor.

4. The class instructor returns and takes possession of the envelope. Students who were unable to complete the forms in the allotted time may do so later and place them, in a sealed envelope, in the instructor's mailbox or on her desk.

Second Option:

1. Instructor distributes forms to students with a brief explanation of the form components and objectives of the evaluation.

2. Instructor remains in the classroom and occupies herself with something other than watching the students.

3. One of the students collects the completed forms and submits them to the instructor.

Third Option:

1. Instructor gives a brief explanation of the evaluation objectives, answers students questions concerning the evaluation form, and then leaves the classroom.

2. A teacher assistant or secretary, a staff member or anyone for that matter, who can establish order in the classroom and prevent students from exchanging ideas, remains in the classroom while students are completing the evaluation form.

3. Such person collects students' responses, places them in an envelope, and submits them to the class instructor.

Methods of Form Usage During the Academic Term

There are two methods from which to choose. The forms may be administered either once or twice during the academic term. In the first instance, it could be administered at the end of each semester, either before or after finals. To test her own perception of student progression in the course, the instructor might wish to fill out a form herself, indicating how she would expect her students to respond, and then compare her predictions with the students' actual responses.

Another method, administering the form twice per semester, once at mid-semester and then again at the end of the semester, can give the instructor the opportunity to

identify weak points in her teaching so that she can try to correct them. The second rating by students at the end of semester would then enable her to gauge her improvement.

It is important to keep in mind that all students--not merely a limited sample of students--would participate in the evaluation of an instructor. Furthermore, faculty instructing a number of classes ought not to limit student ratings to a single class. Students in all classes ought to participate in instructional ratings.

#### THIRD COMPONENT: DATA ANALYSIS, INTERPRETATION AND IMPROVEMENT STRATEGIES

This section of the Program contains the following factors:

- o Ensuring Confidentiality
- o Analyzing Students' Responses
- o Interpreting Students' Responses
- o Improvement Strategies

##### Ensuring Confidentiality

Who sees and analyzes student responses? Students' responses are for the eyes of the instructor only. If the instructor is comfortable with sharing the results, she may do so; but that would be entirely her own choice. Moreover, the Center for Teaching and Learning Development at the Men's Section, should play the role of assistance in helping

faculty who ask for help in analyzing student responses. However, the Center's assistance must be confidential.

### Analyzing Students' Responses

Findings of students' instructional rating need to be presented in a clear and organized fashion. Tables containing students' ratings of survey items need to be developed (see Figure 12); five items are listed. The instructor may summarize and simplify items with numbers or letters. An example summary of the ratings of ten students on five items is shown in Sample Sheet 1 in Figure 12. If the number of students is relatively small, the instructor can review ratings easily and get a good idea of highs and lows of the ratings, keeping in mind the five-point rating scale which the students use to rate instruction: Unsatisfactory (1), Below Average (2), Average (3), Above Average (4) and Outstanding (5). If a personal computer is accessible, and the instructor is knowledgeable in its use, the information can be stored. Computer usage makes it quicker and easier to compare students' responses and to perceive trends in these responses.

### Interpreting Students' Responses

In addition to developing tables that list responses is the development of tables that indicate highs and lows of the ratings, Sample Sheet 2 (see Figure 13) has been developed to interpret responses. The five items are listed

SAMPLE SHEET 1

Students	Being Prepared for Class	Using Class Time Appropriately	Presenting Topics with Logical Expression	Reviewing & Summarizing Course Material	Presenting Course Plan and Syllabus
1	5	4	2	3	4
2	4	3	2	3	4
3	4	3	2	2	4
4	3	3	3	3	4
5	3	4	2	3	3
6	4	3	2	2	3
7	4	4	3	4	4
8	4	3	2	3	4
9	4	4	2	3	5
10	4	4	2	3	4

Rating Scale:

Unsatisfactory = 1 point  
 Below Average = 2 points  
 Average = 3 points  
 Above Average = 4 points  
 Outstanding = 5 points

Figure 12. Sample sheet 1.

and percentages of students responses to each item are listed next to them. For example, 70% of students gave the instructor an Above Average rating in item 1 which is "Being Prepared For Class"; 80% of the students rated the instructor Below Average in item 2, "Using Class Time Appropriately." The right side of Sample Sheet 2 summarizes highs and lows of students' results. It indicates the mean, mode, and range of student responses. By examining responses indicated in Sample Sheet 2, the instructor can readily identify both perceived strong or weak points of instruction. The following step is to improve items which received a low rating and to further strengthen strong points of instruction.

#### Improvement Strategies

There are a number of options instructors can employ in order to improve their teaching performance.

1. The Arabic literature is rich on the subject of effective teaching. Instructors needing to develop aspects of their teaching may want to look at this literature and seek solutions to their problems. In addition to that, the U.S. literature includes a considerable body of research on faculty development. Instructors comfortable with the English language might benefit from reviewing the U.S. solutions to instructional problems.

# SAMPLE SHEET 2

		Percentages					Students		Range
		1	2	3	4	5	Mean	Mode	
Being Prepared for Class	% N			20% (2)	70% (7)	10% 1	3.90	4	3-5
Using Class Time Appropriately				50% (5)	50% (5)		3.50	4 +	3-4
Presenting Topic with Logical Expression		80% (3)	20% (2)				2.20	2	2-3
Reviewing and Summarizing Course Material		20% (2)	70% (7)	10% (1)			2.90	3	2-4
Presenting Course Plan and Syllabus			20% (2)	70% (7)	10% 1		3.90	4	3-5

## Codes:

Unsatisfactory = 1  
 Below Average = 2  
 Average = 3  
 Above Average = 4  
 Outstanding = 5

Figure 13. Sample sheet 2



2. The class instructor may feel comfortable discussing findings with a close colleague. This might shed light on the issue discussed and aid in teaching effectiveness.

3. The class instructor may want to obtain instructional aid from outside the campus.

4. Each department or college may sponsor a workshop for instructors who wish to talk about their teaching experiences. In this way instructors could benefit from learning about the pedagogical successes of other instructors.

5. An open discussion between instructors and students could spotlight ways in which both might improve the educational process.

6. Instructors receiving highly favorable evaluations could start workshop activities and offer their expertise for fellow faculty members seeking help and support.

The Center for Teaching and Learning Development. The Center should provide faculty with assistance in the following areas, maintaining confidentiality:

1. Assisting in course design objectives
2. Developing teaching skills
3. Assisting faculty needing help in student evaluation
4. Developing and publicizing well a series of seminars and lectures on faculty development and its contribution.

If an instructor does not wish to associate with anyone during the analysis and development process, the responsibility and improvement rests solely with the instructor and her own personal judgment.

Positive frequencies in student responses ought to be considered carefully so that positive teaching qualities may be maintained and strengthened by individual instructors.

Important Notes:

1. Instructors ought not to be restricted to faculty development; factors proposed by the guide/model. Instructors are encouraged to be creative when solving instructional problems. After all, no one knows them better than they know themselves.

2. Instructors might find irresponsible and disrespectful comments on survey forms. However, such responses would only come from a small minority of students, and it should not discourage or prevent a procedure that could be beneficial to a whole class.

3. Some of the negative frequencies of student responses might pertain to the social attitude of the instructor. In such instances a change of behavior is essential on the instructor's part insofar as her behavior adversely affects student learning. More importantly, instructors tend to be perceived as models by their students and, therefore, should manifest positive attitude.

## CHAPTER VII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the effectiveness of the teacher evaluation requirements in Saudi Arabian universities, including the prevailing policies, processes and forms, to assess the level of effectiveness of the current requirements of teacher evaluation, to develop a teacher evaluation program which will support Saudi religious and social values and improve the teaching-and-learning process in Saudi Arabian universities, and to recommend the use of the proposed teacher evaluation program. The latter was done with the perspectives of administrators, faculty and students in mind. King Abdulaziz University (Women's Section) in Jeddah was chosen as the best site for a study of this nature. Methodology used in generating data for the study comprised interviewing and surveying. The study had two phases, the assessment and the field review.

In the assessment phase, top administrators at the Women's Section were interviewed. Objectives of the interviews were to generate data on the importance of evaluating teaching, the effectiveness of the current evaluation requirements, and criteria of effective teaching.

Objectives of the faculty survey at K.A.U. were to acquire information on the faculty's views on the importance of evaluating teaching, on the current methods of teacher evaluation, and on criteria of evaluating classroom instruction.

The student survey's objectives were to provide data on students' view on the issue of teacher evaluation and on the importance of such evaluation programs to improvement in their learning processes. Students' opinions were also sought on the effectiveness of the current methods of teacher evaluation and on the students' most commonly experienced problems with their instructors.

Findings of the interviews and surveys strongly indicated the need for a formal teacher evaluation system at K.A.U. (Women's Section). The desire of top administrators was to employ such a system. The faculty viewed a method of teacher evaluation which includes students complaining about their instructors as a failure. Faculty clearly feel threatened by an evaluation procedure which includes student input. The method for improving teaching most favored by faculty is seminar attendance. Half of the surveyed faculty rejected evaluation of their performance in the classroom by students if supervised by the University Administration. Faculty feel insulted by the perceived interference and having their honesty questioned.

Student surveys showed that surveyed students perceived a strong need to improve the teacher performance at K.A.U. These survey findings indicated that students view the existing complaint procedures as damaging to the relationship between students and faculty. Students have a strong desire to improve their relationship with their instructors, and strongly support student evaluation of instruction.

Findings of the interviews and surveys contributed greatly to the development of a Teacher Evaluation Program proposed in this study to K.A.U. (Women's Section). The proposed program was reviewed by a select group of top administrators and faculty at the Women's Section and a few top administrators at the Men's Section. Additionally, it was reviewed by two top administrators at K.F.U. and K.S.U. The review's objectives were to assess the feasibility of implementing the program and to gather more ideas and information for further improvement of the proposed evaluation program.

Findings of the field review phase contributed to the development of the revised program. In general, the review gave high ratings to the proposed program and resulted only in minor changes. The program includes three major components: campus orientation; students' instructional rating form, and the procedures for administering and interpreting the form; and strategies for improving teaching practices.

The program placed high emphasis on being non-threatening and in ensuring confidentiality to both students and faculty.

### CONCLUSIONS

The conclusions of this study were based on findings from the assessment and the field review.

#### Conclusions of the Assessment

Findings of interviews of top administrators at K.A.U.'s Women's Section demonstrated administration support for a formal system of teacher evaluation.

Findings of the faculty survey demonstrated the failure of the current requirements of teacher evaluation from the perspective of faculty members. These findings also demonstrated the existence of faculty resistance to their being evaluated as well as their preference for certain techniques of teacher evaluation over others. In general, the findings show, faculty members support teaching improvement derived from the application of teacher evaluation techniques that are, to them, non-threatening. They regard as most threatening any form of evaluation supervised by the administration.

Findings of the student survey demonstrated students' fear of faculty reprisal under the current practice of teacher evaluation, which is based on students filing

complaints against individual faculty members. Nevertheless, the survey also demonstrated the urgent need that students feel to participate in the process of evaluating instruction in order to open a direct communication channel with faculty that will improve the teaching/learning process. Thus students wish to participate frankly and objectively in this process, but without fear of faculty reprisal.

The findings from all components of the assessment phase demonstrated the failure of the current practice of teacher evaluation in the Women's Section of K.A.U. and supported measures of a non-threatening nature to improve instruction. Basically, these findings strongly suggested that the development of a special kind of program, non-threatening in nature, is essential in a society where college level teachers enjoy a high social status. Such a program must place high emphasis on the introductory (orientation) stage of teacher evaluation rather than draw attention to evaluation findings and monitoring procedures apart from the context that such orientation provides. In the formulation of the program, special attention needs to be paid to all relevant social factors so that the program has the greatest chance to succeed.

### Conclusions of the Field Review

Field review of the proposed teacher evaluation program developed by the researcher demonstrated (with minor changes) wide-ranging support for the program and for the feasibility of its employment.

### Concluding Remarks

It is the researcher's observation that the faculty surveyed for this study resist any form of teacher evaluation supervised by the university's administration for the reason that it might expose to the administration the faculty members' weaknesses of instruction.

Nevertheless, teacher evaluation is necessary. Faculty must be made responsible for their teaching, which is to say, they should teach responsibly. They cannot be left to hide behind the protection of the Islamic religion nor behind the cover of their social status. Good teaching requires continuous growth on the part of the instructor in order for that teacher to realize his or her full teaching potential and to improve the teaching/learning experience for both teachers and students.

The program proposed in Chapter VI is the alternative that the researcher believes will ensure the success of teacher evaluation at Saudi Arabian universities. The program suggested is appropriate to use at present. At some point when the idea of teacher evaluation has been better



accepted by faculty and better understood by students, some other program may be more appropriate.

### RECOMMENDATIONS

Based on the findings of the study the following recommendations are made by the researcher for implementation at K.A.U.'s Women's Section and at universities in Saudi Arabia in general.

For the present time, the teacher evaluation program presented in Chapter VI should be implemented in Saudi Arabian universities.

The Center for Teaching and Learning Development at K.A.U.'s Men's Section should open an office in the Women's Section, operated and staffed by women, thus assistance of female instructors can be obtained by one-on-one discussions rather than assistance of the Men's Section through phone conversations or by written communications between the male and female sections.

It is important to note that top administrators should not emphasize technical things that may jeopardize the employment of a new system at the university. The evaluation program initiated by the College of Economics and Administration had the potential to succeed. However, it was stopped twice, not because it lacked the proper tools, but because of human factors. In general, teachers at higher educational institutions undoubtedly resent having

someone peeking over their shoulders. The social status of Saudi teachers in higher education is high, and implementing a new system which is perceived to interfere with that status would be difficult. A system would not be effective without being sensitive to such facts and feelings. A strong position has been taken by the researcher that the results of the teacher evaluation are only for the eyes of the evaluatees at least for the time being.

However, the breakthrough of establishing the Center for Teaching and Learning Development at K.A.U. can greatly contribute to starting a system of teacher evaluation and can ensure that it remains effective. Since this Center has been already established, it can play the role of assisting instructors rather than supervising teaching evaluation and development. Instructors can rely on the Center for help without feeling threatened, as the Center does not supercede them as does the department chair or the college vice dean. To summarize, the researcher makes the following recommendations:

- o The skills of staff at the Center for Teaching and Learning Development should be improved by providing scholarships to graduate students for study at universities in the U.S. where majoring in the evaluation field is available.

- o These newly arrived, U.S.-educated experts of evaluation can provide the proper training of new recruits in the field of evaluation.
- o Students from other universities in the Kingdom could subsequently enroll in the training program and, after completion, return to their own universities where they can introduce teacher evaluation programs.
- o At present all of the universities in the Kingdom should establish open workshops for faculty to socialize and to talk about their experiences at their universities. Such meetings may help provide for more openness and comfort, enabling the teachers to talk more easily and fruitfully about themselves. These workshops may be helpful in preparing faculty for the future when teacher evaluation will be formally employed.

#### Recommendations for Further Studies

1. Given the less conservative nature of Jeddah, the site for this present study, some questions exist as to the study's applicability to Saudi universities other than K.A.U. Appropriate techniques and criteria for teacher evaluation may differ at more conservative institutions in Saudi Arabia, and top officials and faculty there might be interviewed and surveyed to determine this.

2. Surveying faculty at K.A.U.'s Women's Section in a few years to detect the degree to which the teacher evaluation program has been accepted and compare their responses to faculty responses included in this present study.

3. A comparison of the preferred criteria of teacher evaluation between the male and female sections in Saudi universities should be made. Starting with K.A.U.'s Men's Section.

#### Final Note

It is the researcher's advice to future researchers conducting studies involving the Saudi Arabian educational system not to be discouraged by individual administrators who may act defensively toward the researcher and the researcher's ideas and may seek to delay its development.

Furthermore, this researcher beseeches Saudi women in leadership positions to cooperate with researchers. There is no need to feel that their positions are being threatened by new arrivals. On the contrary, successful Saudi women should work together rather than compete with one another. Saudi women's energy should be focused and collectively channeled so that they may play a significant role in influencing policy making.

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**APPENDIX A**

**LETTER FROM THE GENERAL DIRECTOR OF THE  
PUBLIC ESTABLISHMENTS**

## بفتح لقا لراوعن الراوع

١٤٨٩٤

الرقم:

التاريخ: ٢٥ سب ١٤٨٨

المرصعات : روثية خ نازم



الإدارة العامة للمؤسسات

المحترمة

المكرمة الطالبة / سناء احمد منصور

الولايات المتحدة الأمريكية

السلام عليكم ورحمة الله وبركاته

أشاره لخطابك المورخ في ٢٢ يناير ١٩٨٨ المتضمن رغبتك بتزويدك بنظام تقييم الموقوف المكون في الدولة وأيضا تقييم الأستاذ الجامعي ومن ملى السماع لك بنشر بنود هذا التقييم في رساله الدكتوراه التي بدأت في اعدادها .

نوفق لك فيه نسخة من لادعه تقييم الاداء الوظيفي والمهني حاليا على جميع موظفي الدولة وغيرهم في جميع الوزارات والمصالح الحكومية والمؤسسات العامة وذلك وفقا لنص المادة ( ١٠/٢٦ ) من هذه اللائحة ويشتمل اللائحة على اجابسات لتساؤل الاك فيما يتعلق بالسماع ومعايير التقييم المتبعة في تقييم الموقوف . اما بالنسبة لادعاء هيئة التدريس بالسماع ومعايير التقييم المتبعة لتقويم الاداء الوظيفي المرتبطة ولكن لكل جامعة نظام خاص بها في مجال تقييم منوبيها من اعضاء هيئة التدريس ونوفق لك مور مما هو متوفر لدينا في الديوانية من سماع لتقويم الاداء تلك اللغة .

اما فيما يتعلق بنشر نصوص مواد اللائحة في رسالتك فان ذلك امر ممكن مادامت في حاجة لذلك .

للإضافة مع اذاعتنا بوجهة نترك روجه نظر المشرق الدראה على اللائحة للاستفادة منها عند التعديل .

وتقبلوا تحياتي .....

مدير عام المؤسسات العامة

٢٠٨٠  
احمد حسن حنين

**APPENDIX B**

**TEACHER EVALUATION FORM AT K.S.U.**

بسم الله الرحمن الرحيم



المملكة العربية السعودية  
جامعة الملك سعود

كلية / معهد / مركز / عمادة  
قسم

### نموذج تقييم عضو هيئة تدريس

أولاً : معلومات عامة :

١	الاسم الرباعي :	
٢	المؤهل العلمي الأخير :	تاريخ التخرج :
٣	الجامعة المتخرج منها :	تاريخ تعيينه
		كعضو هيئة تدريس
٤	الرتبة العلمية :	
	(ضع علامة ✓ أمام الرتبة العلمية)	
	أ - أستاذ مساعد	<input type="checkbox"/> تاريخ حصوله عليها / /
	ب - أستاذ مشارك	<input type="checkbox"/> تاريخ حصوله عليها / /
٥	تاريخ آخر تقييم أعد عنه / / ١٤٤٠هـ نتيجة التقييم السابق	
٦	العمل الإداري الذي يقوم به حالياً بصفة منتظمة (إن وجد) بجانب عمله الأكاديمي :	
	عميد /	
	مدير /	
	وكيل /	
	رئيس قسم /	
	مشرف /	
	بالجامعة	

## ثانياً: الأداء التعليمي:

(الدرجة الكبرى ٦٠)

نوع النشاط	الدرجة	التقييم النهائي
١ كفاءته في التدريس حسب رأي رئيس القسم.	١٠	
٢ كفاءته في التدريس حسب تقييم الطلاب.	١٠	
٣ مدى التزامه بمواعيد المحاضرات والساعات المكتبية.	١٠	
٤ مدى أداء مهمته في الإرشاد الأكاديمي.	٤	
٥ مساهمته في تطوير المقررات التي يدرسها وقدرته على الابتكار والتجديد في الأساليب التعليمية.	١٠	
٦ متوسط العبء التدريسي مقارناً بزملائه في قسمه.	٤	
٧ مشاركته في اللقاءات والندوات والبرامج التعليمية على مستوى القسم والكلية.	٤	
٨ تعاونه وعلاقته مع الغير.	٨	
المجموع		

ثالثاً: البحوث والمؤلفات (المشورة أو المقبولة للنشر) فردية أو مشتركة التي انتهت في العام المعد عنه التقييم:

(الدرجة الكبرى ٢٠)\*

التسويق	التحكيم	تاريخ النشر	الدرجة	الدرجة المغطاة
مؤلف (كتاب)	لا يشترط		٢٠	
مؤلف مترجم (كتاب)	لا يشترط		١٠	
مقالة	لا يشترط		٢٠	
مقالة مترجمة	لا يشترط		٥	
كتاب محقق	لا يشترط		٥	
مراجعات	لا يشترط		٢٠	
البحوث والأعمال الوثائقية (مرئية ومسموعة)	لا يشترط		٥	
المجموع				

رابعاً: أعمال أخرى:

(الدرجة الكبرى ٢٠)

نوع النشاط	الدرجة	التقييم الفعلي
مساهمته في أعمال اللجان والنشاط (والعمل الأكاديمي بكلية الطب) والخدمات داخل القسم أو الكلية أو المعهد أو الجامعة.	٢٠	
المجموع		

\* لا يتجاوز مجموع الدرجة الكبرى المحتسبة لذلك ٢٠ درجة فقط.

المجموع الكلي للدرجات : ( فقط )

(ضع علامة ✓ أمام نتيجة التقييم)			
<input type="checkbox"/>	من ١٠٠ - ٨٠	الذي يحصل على مجموع درجات كلي	ممتاز
<input type="checkbox"/>	من ٨٠ - ٧٠	الذي يحصل على مجموع درجات كلي	جيد جدا
<input type="checkbox"/>	من ٧٠ - ٦٠	الذي يحصل على مجموع درجات كلي	جيد
<input type="checkbox"/>	من ٦٠ - ٥٠	الذي يحصل على مجموع درجات كلي	مرضي
<input type="checkbox"/>	أقل من ٥٠	الذي يحصل على مجموع درجات كلي	غير مرضي

التاريخ / / ١٤هـ

رأي معتمد التقييم:

التوقيع:

الوظيفة:

الاسم:

التاريخ / / ١٤هـ

رأي معتمد التقييم:

التوقيع:

الوظيفة:

الاسم:

ملاحظة:

يرجى الرجوع للارشادات والتعليقات المعدة لتعبئة هذا النموذج.

### ارشادات

- ١ - أغراض نموذج التقييم (أهدافه):
  - أ - تحيين أداء عضو هيئة التدريس.
  - ب - تنظيم تجديد العقود أو عدم تجديدها.
  - ج - استخدام نموذج التقييم كمؤشر لأغراض الترقية.
- ٢ - عناصر نموذج التقييم:
  - أ - الأداء التعليمي.
  - ب - النشاط البحثي.
  - ج - النشاطات داخل الجامعة أو ما اصطلح على تسميته بأعمال أخرى.
- ٣ - الجهة التي تعد نموذج التقييم:
 

يتولى رئيس القسم أو الوحدة أو وكالة القسم بمركز الدراسات الجامعية للبنات تعبئة بيانات النموذج المعد للتقييم على أن يتضمن حقائق ومعلومات واضحة ومحددة ويتم اعتماده من العميد أو المدير ثم يرفع إلى إدارة شؤون هيئة التدريس والموظفين بالجامعة.
- ٤ - الفترة الزمنية التي يعد عنها نموذج التقييم:
  - أ - يعد التقييم ويرفع قبل نهاية الفصل الدراسي الثاني من كل عام.
  - ب - يعد التقييم عن المطلوب عدم تجديد عقودهم ممن أمضى اثني عشر شهرا فأكثر قبل نهاية الفصل الأول من كل عام.
  - ج - يعد التقييم عن المطلوب عدم تجديد عقودهم ممن أمضى أقل من اثني عشر شهرا قبل نهاية عقده بخمسة أشهر.
- ٥ - تبليغ عضو هيئة التدريس بنتائج تقييمه
 

يلفغ عضو هيئة التدريس نتائج كل تقييم إذا كان التقييم عنه بدرجة مرضي أو أقل.
- ٦ - يراعى قبل تعبئة نموذج التقييم ما يلي:
  - أ - أن يعد التقييم من قبل الرئيس المباشر.
  - ب - يفضل أن يكون معد التقييم أعلى رتبة من المعد عنه التقييم.
  - ج - ان يكون من يعد عنه التقييم قد عمل ستة أشهر فأكثر مع معد التقييم.

**APPENDIX C**

**TEACHER EVALUATION FORM AT K.A.U.**



١	ب	ج	د	هـ	و
عالي	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيف
عالية	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيفة
	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	فوق المتوسط	متوسط	دون المتوسط	لا توجد
	جيدة	فوق المتوسط	متوسط	دون المتوسط	لا توجد
كثير جداً	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضئلاً
عالية	جيدة	فوق المتوسط	متوسطة	دون المتوسط	ضعيفة
عالية	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	فوق المتوسط	متوسط	دون المتوسط	ضعيفة
لا توجد	فضيلة	دون المتوسط	متوسطة	فوق المتوسط	عالية
لا توجد	فضيلة	دون المتوسط	متوسطة	فوق المتوسط	عالية
	فقر	متوسطة	دون المتوسط	فضيلة	لا توجد

( $0 = \Delta$ ) ( $10 = \Delta$ ) ( $15 = \Delta$ ) ( $20 = \Delta$ ) ( $25 = \Delta$ ) ( $30 = \Delta$ ) ( $35 = \Delta$ ) ( $40 = \Delta$ ) ( $45 = \Delta$ ) ( $50 = \Delta$ ) ( $55 = \Delta$ ) ( $60 = \Delta$ ) ( $65 = \Delta$ ) ( $70 = \Delta$ ) ( $75 = \Delta$ ) ( $80 = \Delta$ ) ( $85 = \Delta$ ) ( $90 = \Delta$ ) ( $95 = \Delta$ ) ( $100 = \Delta$ )

ع

ينبهر من دقة الرضا، من حصل على (٢٠٠) إلى أقل من (٢٧٠) نقطة على ألا يكون قد حصل على تقدير (٥) في الأداء الأكاديمي.

فريق	وطنه	لغة
		لغة

**APPENDIX D**

**TEACHER EVALUATION FORM AT UMM AL QURA UNIVERSITY**

وتملكنا الزعيمين - سار السعدونية  
وزارة التعليم العالي  
جامعة أم القرى  
مكة المكرمة

١	ب	ج	د	هـ	و
عالي	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضعيف
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	لا توجد
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	لا توجد
كبير جداً	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضئيل
عالية	جيدة	مفوق المتوسط	متوسطة	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسطة	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	ضعيفة
عالية	جيدة	مفوق المتوسط	متوسط	دون المتوسط	صغيرة
لا توجد	مشافة	مفوق المتوسط	متوسطة	دون المتوسط	عالية
لا توجد	مشافة	مفوق المتوسط	متوسطة	دون المتوسط	عالية
لا توجد	مشافة	مفوق المتوسط	متوسطة	دون المتوسط	عالية
الاداء الاكاديمي					
المشاركين الاجيبية في تطوير القسم					
المواظبة					
المشاركين الاجيبية داخل الكلية					
المشاركين الاجيبية خارج الكلية					
الوقت المستغرق داخل الكلية					
موجهة لمجربة ومعالجة الامور					
تفرغ ط العمل المبرانية					
موجهة لتعاون مع الطلاب					
موجهة لتعاون مع الآخرين					
نسبة شعاعى الطلاب من					
نسبة شعاعى الآخرين من					
موجهة معالجة وتقييمه قضايا الطلاب					

$$(j_1 = 2) \quad (0 = 1) \quad (10 = 2) \quad (10 = 1) \quad (10 = 2) \quad (10 = 1)$$

۱۱۱

يشتهر من «الفئة الرضية» من حصل على (٢٠٠) إلى أقل من (٢٧٠) نقطة على ألا يكون قد حصل على تقدير (٥) في الأداة الأكاديمية.

م. ط. ١٠٠٠	رقم ١٠٠٠	تاريخ ١٠٠٠
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[illegible]

**APPENDIX E**

**TEACHER EVALUATION FORM AT IMAM MOHAMMED  
BIN SAUD ISLAMIC UNIVERSITY**

المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة الامام محمد بن سعود الاسلامية

كلية : \_\_\_\_\_

معهد : \_\_\_\_\_

**نموذج**  
**تقويم الأداء الوظيفي**  
**لأعضاء هيئة التدريس والمحاضرين والمعيد**

الاسم الرباعي ..... الرتبة ..... رقمها ..... تاريخ شغلها .....

المؤهل العلمي ..... آخر تقرير أداء .....

التاريخ :      /      /      هـ      التقدير : .....

لجنة (أ) عمداء والوكلاء  
لجنة (ب) أعضاء هيئة التدريس والمحاضرين والمعيدين

الرقم المثل للتقييم	التقدير						العنصر
	ممتاز	جيد جدا	جيد	مريض	غير مريض	مريض	
ب	أ	٦	٥	٤	٣	٢	١
							التخطيط
							أخذ القراءات
							القدرة على تطوير وسائل العمل
							الإشراف على بحوث الطلبة ورسائلهم
							تنفيذ البرامج الجامعية
							إمكانية عمل مسؤولية أعلى
							الحفاظة على أوقات الدوام
							القدرة العلمية
							الاعداد لموضوعات المحاضرات
							المشاركة في النشاط العلمي والعام
							مدى استفادة الطلبة منه
							المجموع

الاداء الوظيفي

								أ حسن التصرف
								أ- تقبل الاقتراحات الجديدة البناءة
								أ- الحماية في العمل
								أ- السلوك العام
								أ- الاهتمام بالمظهر
								أ- الدقة في تقييم الطلاب
								أ- التعاون
								أ- قوة الشخصية
								المجموع

الصفات الشخصية

								أ- الرؤساء
								أ- زملاء
								أ- الطلاب
								أ- المراجعين
								المجموع

العلاقات

أذكر مواطن قوة وضعف رئيسية إن وجدت تدعم تقديراتك السابقة على ألا تكون العناصر السابقة مشتملة عليها .

### مواطن القوة:

- ..... ١ -  
 ..... ٢ -  
 ..... ٣ -  
 (لكل مواطن ثلاث نقاط)

### مواطن الضعف :

- ..... ١ -  
 ..... ٢ -  
 ..... ٣ -  
 (يحسم عن كل مواطن ثلاث نقاط)

ملاحظات عامة

### التقدير الكلي للدرجات :

تمتاز	١١٧-١١١
جيد جدا ٥	١١٠-٩٠
جيد جدا ٤	٨٩-٧٢
جيد	٧١-٥٤
مرئص	٥٣-٣٦
غير مرئص	أقل من ٣٦

مجموع درجات الأداء الوظيفي	
مجموع درجات الصفات الشخصية	
مجموع درجات العلاقات العامة	
مجموع درجات الملاحظات العامة	
المجموع الكلي	

اسم معد التقرير: ..... وظيفته: ..... توقيعه: .....

التاريخ: / / ١٤٤٠ هـ

ملاحظات معتمد التقرير: .....

اسم معتمد التقرير: ..... وظيفته: ..... توقيعه: .....

التاريخ: / / ١٤٤٠ هـ

**APPENDIX F**

**TEACHER EVALUATION FORM AT THE ISALMIC UNIVERSITY**





الجامعة الإسلامية بالمدينة المنورة  
إدارة شؤون الموظفين

نموذج تقويم الأداء العلمي (الأكاديمي)  
لأعضاء هيئة التدريس والمحاضرين والمعيدين السعوديين  
للعام الجامعي      /      هـ

الاسم الثلاثي	الرتبة العلمية أو الوظيفة	الجهة التعليمية

بيان المواد التي يقوم بتدريسها :  
.....  
.....  
.....  
السنة الدراسية :  
.....

عدد المحاضرات الأسبوعية : الفصل الأول : ..... الفصل الثاني :  
الرسائل الجامعية إن وجدت :

دكتوراه ماجستير  
( ..... ) ( ..... )  
١ - عدد الرسائل التي يشرف عليها :  
٢ - هل يشارك في مناقشة رسائل علمية :  
نعم ☐ لا ☐

العمل الإداري المكلف به بجانب عمله في التدريس :  
.....  
.....  
.....



## ثانيا : الصفات الشخصية والعلاقات العامة

الصفات الشخصية والعلاقات العامة	غير مرضى	مرضى	جيد	جيد جدا	ممتاز	النقيم الفعلي
١	١	٢	٣	٤	٥	٦
١ السلوك العام (كثدوه، حسن تصرفه، اهتمامه بالمظهر الإسلامي، أخلاقه وسمعته)						
٢ قوة الشخصية						
٣ علاقاته مع رؤسائه						
٤ علاقاته مع زملائه						
٥ علاقاته مع الطلائع						
٦ مدى الاعتماد عليه فيما يوكل إليه من مهام أخرى						
مجموع درجات الصفات الشخصية والعلاقات العامة						

ثالثا : الملاحظات العامة : مواطن القوة لها (+ ٤ درجات)، ومواطن الضعف لها (- ٤ درجات) :

اذكر مواطن القوة ومواطن الضعف الرئيسية التي تدعم تقديراتك السابقة (إن وجدت) ولم تشمل عليها العناصر السابقة :	
مواطن القوة :	الحد الأقصى لمواطن القوة (+٤)
مواطن الضعف :	الدرجة التي حصل عليها:
	الحد الأقصى لمواطن الضعف (- ٤)
	الدرجة التي حصل عليها:

التقدير	من	إلى	التقدير النهائي
ممتاز	٩٦	١٠٠	
جيد جدا ٥	٨٠	٩٥	
جيد جدا ٤	٦٤	٧٩	
جيد ٣	٤٨	٦٣	
مرضى	٣٢	٤٧	
غير مرضى	١	٣١	

التقدير الكلي للدرجات	
مجموع درجات الأداء العلمي (الأكاديمي)	
مجموع درجات الصفات الشخصية والعلاقات العامة مجموع درجات الملاحظات العامة المجموع الكلي	

اسم معتمد التقرير: ..... وظيفته: ..... توقيعه: .....

اسم معتمد التقرير: ..... وظيفته: ..... توقيعه: .....

تحريرا في / / هـ

**APPENDIX G**

**TEACHER EVALUATION FORM AT K.F.U.**

KING FAISAL UNIVERSITY  
FORM (C)

بسم الله الرحمن الرحيم

جامعة الملك فيصل

استمارة (ج)

مرفيات طالبات مجال تدريس مقبول فرائس  
المواد النظرية والعملية والقيادات وكلاهما

العمل الدراسي: ١ ٢ ٣ ١٤ / ١٤

الكلية : القسم : .....

اسم المقرر : ..... رقم المقرر ورمزه : .....

اسم استاد المادة : .....

مع علامة x في المربع المتناسب لدرجة نظرك	لا أو أقل	لا أو أقل	لا أو أقل	أوراق	أوراق	أوراق	لا أعلم
١ يتفهم الأستاذ بعدى استيعاب الطالب للمادة							
٢ يتبع الأستاذ اقتراحه الطالب فيفسح المتابعة واداء الواجبات المقرر الدراس مرتب بعبارة منطقية ومبتع ومبتع							
٤ يحدو الأستاذ متفكنا من مادة المادة							
٥ يحسن الأستاذ توصيل المعلومات بوضوح							
٦ يتبع الأستاذ في طريقة تدريس المادة							
٧ يستخدم الأستاذ مراجع مختلفة فيفسح ادعاء للمادة							
٨ يتبع العلاقة بالمقرر							
٩ يفسح الأستاذ روح التفكير والابتكار والمناقشة							
١٠ يحسن الأستاذ توجيه المناقشات أثناء المحاضرة أو العمل							
١١ يحترم الأستاذ آراء الطلاب							
١٢ تحجب الأستاذ بالأسبق الجاد							
١٣ يعامل الأستاذ الطلاب جميعا على حد							
١٤ يركز الأستاذ في اختياراته على الفهم والتفكير والتطبيق							
١٥ يراعي الأستاذ الموضوعية والدقة فيفسح التعليم الاختبارات							
١٦ يراعي الأستاذ امادة أوراق اجابته							
١٧ يلتمز الأستاذ دافعا بمواضيعه							
١٨ يتوافق الأستاذ في مكتبه خلال الساعات المكتبية الى املينها بطله							
١٩ يحترم الأستاذ عقائد وخصاله							
٢٠ المتفهم الإنساني							
٢١ لها علاقة كسرة بالمقرر							
٢٢ يتفهم الأستاذ معلم الوقت فيفسح الشرح والمتابعة لمعامله علاقة بالمادة							
٢٣ مخرجه بالمواضع الأخرى - يثقت وثقتا كثر ١ للاداء ان لجهه المادة							
٢٤ الأستاذ يحترم مهنة التدريس							

**APPENDIX H**

**FACULTY QUESTIONNAIRE**

FACULTY QUESTIONNAIRE  
(Cover Letter)

Name of Researcher: Sana Mansour  
Study Field: Educational Leadership  
Major or Specialization: Program  
Evaluation

Dear Respected Instructor

Your participation in answering this questionnaire frankly is a true effort by you to contribute to the improvement of education in our beloved country. Your response is crucial to the study I am working on; this study is concerned with the system of teacher evaluation in Saudi Arabian universities (Women's Sections).

Your responses will be kept confidential. Do not write your name on the questionnaire. Please return the form within thirty to forty-five days to your Department Chairperson's Secretary's office. Thank you for your co-operation.

Sana Mansour



Important Note:

The term "academic performance" in this questionnaire refers only to faculty activities in the classroom and does not include any other activities.

1. In your opinion, is there a need to evaluate faculty academic performance? Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Is there an evaluation system for faculty performance at the present time? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you suspect that your performance is evaluated without your knowledge? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What is your opinion about the university law that allows students to submit complaints against their instructors that may affect promotion and tenure? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think evaluating your academic performance will lead to improvement in the teaching/learning process? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. If the university administration decided to employ a system of teacher evaluation, what would you think of the following?
  - A. Student evaluation of your academic performance through use of a questionnaire prepared and supervised by the department or the university? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - B. Peer evaluation through class attendance and discussion after class? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- C. Evaluation by Department Chair or University Dean through attendance and discussion after class? \_\_\_\_\_  
\_\_\_\_\_
- D. Self evaluation through the use of a video camera? \_\_\_\_\_  
\_\_\_\_\_
- E. Attendance of seminars on teacher improvement? \_\_\_\_\_  
\_\_\_\_\_
- F. Evaluation by an evaluation expert? \_\_\_\_\_  
\_\_\_\_\_
7. In your opinion, what would be the proper criteria to use in evaluating your teaching? What criteria would be most helpful to you, and what criteria would you categorically not accept? \_\_\_\_\_  
\_\_\_\_\_
8. Do you think you have achieved a scientific and social status that does not require evaluation as far as your teaching is concerned? Please explain \_\_\_\_\_  
\_\_\_\_\_
9. Do you agree with the following statement?  
  
Evaluation of faculty academic performance in class by students, teaching staff or university administrators would cause a negative impact on the relationship between the student and the instructor, as well as the relationship among faculty, instructors and department chairs. Furthermore, it would create an uncomfortable atmosphere for teaching staff in the classroom setting, which would, in turn, have a negative effect on the quality of teaching.  
  
Please comment \_\_\_\_\_  
\_\_\_\_\_
10. If you have a comment or suggestion to this project, please feel free to do so. \_\_\_\_\_  
\_\_\_\_\_

بسم الله الرحمن الرحيم

إسم الباحثة : منى احمد منصور  
 مجال الدراسة : تحضير درجة الدكتوراه في  
 حقل الادارة والقيادة في  
 التعليم العالي  
 التخصص : تقييم وتقويم البرامج  
 التعليمية في التعليم  
 العالي.

الاستاذة الكريمة،

السلام عليكم ورحمة الله وبركاته،

إن محاميتك بالاجابة على امثلة الاستمارة المرفقة بمصاحبه تامه ابي مشاركته  
 فعاله منك في سبيل خدمة البحوث العلميه والتي لها اثرها في تحسين التعليم ورفعته  
 في وطننا الحبيب. إن إجابتك على تلك الامثلة تعتبر جزءاً هاماً من البحث الذي اقوم  
 بإعداده وهو عن نظام التقييم لهيئات التدريس في جامعات المملكة العربيه السعوديه  
 (اقسام البنات).

كما افيدك بان المعلومات التي ستقومين بتعبئتها ستكون مريه ولن تستخدم  
 الا في المرافق البحث المذكور. الرجاء عدم كتابة اسمك على الاستمارة.

وشكراً لتعاونك.

منى احمد منصور

١٤٠٧/٧/٢٠

منى احمد منصور

ملاحظه هامه: المقصود بالاداء الاكاديمي في هذا الاستفتاء هو نشاط عضوات الهيئه التدريسيه الجامعيه في الفعل واثناء المحاضره فقط ولايشتمل على اية نشاطات اخرى.

الرجاء الاجابه على الاسئله التاليه:-

١- في رايك الشخصي هل هناك ضروره لتقييم اداء هيئه التدريس الاكاديمي؟ اذا كانت اجابتك بنعم او لا لماذا؟

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٢- هل يوجد طريقه متبعه حالياً في الجامعه لتقييم ادائك الاكاديمي في الفعل؟

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٣- هل تشكين بان ادائك الاكاديمي في الفعل مقيم من غير معرفتك؟

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٤- ما رايك بنظام الجامعه الذي يمح بتقديم شكاوي من قبل الطالبات ضد عضوات هيئه التدريس والتي تؤخذ بعين الاعتبار عندما تقوم اداره الجامعه بعمل قرارات التجديد والترفع

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٥- هل تعتقد بان تقييم الاداء الاكاديمي لهيئه التدريس في الفعل يؤدي الى تحسين للعمليات التعليميه وذلك برفع مستوى اسلوب وطريقه تدريس الامتاده بالاضافه الى زياده امتعاب وتلقم المواد بطريقه افضل من قبل الطالبات؟

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٦- اذا قررت اداره الجامعه ان تتبنى نظام تقييم للاداء الاكاديمي في الفعل للهيئه التدريسيه فما هو رايك فيما يلي:

١ تقييم الطالبات (اللاتي درمتهن) لادائك الاكاديمي في الفعل عن طريقه امثله استفتاء موضوعه من قبل اداره القسم أو الجامعه وبإشرافها.

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-٢-

ب تقييم زميلاتك عنقوات الهيئة التدريسية لادائك الاكاديمي وذلك بحضور محاضراتك ثم مناقشتك بعد ذلك.

ج تقييمك من قبل رئيسة القسم او الوكيله وذلك باستماعها الي محاضراتك ثم مناقشتك بعد ذلك.

د تقييمك لملفك عن طريق استعمال الكاميرا والفيديو.

هـ الاقترانك في اجتماعات او حضور Seminars في مجال تحسين التدريس وتطويره.

و تقييمك من قبل ائمانه متقدمه في مجال التقييم.

٧- في رأيك الشخصي ما هي المقاييس والمعايير المناسبة لتقييم اداءك الاكاديمي في العمل؟

وما هي المعايير التي لايمكن ان تقبلها؟

٨- في رأيك الشخصي هل تعتقد انك وصلت الي مرحلة علميه ومكانه اجتماعيه لا تحتاج الي تقييم فيما يخص اداءك الاكاديمي في العمل، وضح.

٩- هل توافق على العبارة المذكوره ادناه. الرجاء التعليق:

ان تقييم الاداء الاكاديمي اثناء المحاضره لمحويات هيئة التدريس في مستوى الجامعة من قبل الطالبات او هيئة التدريس او ادارة القسم او الجامعة سيكون له اثار سلبيه على علاقته الطالبه بالامثاده، وعلاقه الامثاده بزميلاتها في هيئة التدريس، وعلاقه الامثاده برئيسة القسم. كما يسبب نوع من عدم الارتياح لمحتوات هيئة التدريس اثناء القاء المحاضره وبالتالي ميسح لسلبيه التقييم نتائج عكسيه وسلبيه.

-٣-

١٠- اذا كان لديك تعليق او اقتراح يتعلق بهذا البحث ارجو ان تتفضل بكتابته ولك  
جزيل الشكر.

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**APPENDIX I**

**STUDENT QUESTIONNAIRE**

**STUDENT QUESTIONNAIRE  
(Cover Letter)**

**Name of Researcher: Sana Mansour  
Study Field: Educational Leadership  
Major or  
Specialization: Program Evaluation**

**Dear Fourth Level Student:**

**Your help in answering this questionnaire frankly and candidly is a true effort by you to participate in improving education in our beloved country. Your answers to the questionnaire are considered an important part of the project that I am working on, a project that will look into the system of evaluating teachers in Saudi Arabian universities. The questions will ask you your views on the issues as a participant in the evaluation process. However, your answers should be only in reference to the instructor's academic performance in class.**

**Your responses will be kept confidential and will be used only to serve this study. Do not write your name on this form. Please respond within thirty to forty-five days. Your Department Chairperson's Secretary will be distributing and collecting the questionnaires. When you have completed the form, please return it to your departmental office. Thank you for your cooperation.**

**Sana Mansour**



## STUDENT QUESTIONNAIRE

1. During your four year period at the university, have you ever been asked by the university administration or your department to participate in evaluating your teacher's performance in class?  
A. Yes \_\_\_\_  
B. No \_\_\_\_
2. If your answer is yes to Question #1, how often were you asked to do this?  
A. Twice a year \_\_\_\_  
B. Once a year \_\_\_\_  
C. Once every two years \_\_\_\_  
D. Once \_\_\_\_
3. If you have evaluated your teacher's instruction, were you asked for information  
A. Orally \_\_\_\_  
B. Through a questionnaire \_\_\_\_  
C. Other. Please explain\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think you should have something to say about evaluating your teacher's instruction?  
A. Yes \_\_\_\_  
B. No. It's the university's responsibility \_\_\_\_  
C. Students cannot be trusted to do this \_\_\_\_  
D. Both B and C \_\_\_\_

5. Do you think your participating in evaluating your teacher's performance in class
- A. Will improve your teacher's instruction and, therefore, improve your learning
1. Yes, a lot \_\_\_\_
2. Yes, somehow. Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Yes, a little. Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. No. Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- B. Will cause a negative effect on student/teacher relations which will lead to the teacher taking a defensive stand against you.
1. Yes, a lot \_\_\_\_
2. Yes, somewhat. Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. No \_\_\_\_
6. Do you think your evaluation of your teacher's performance is not needed because (check all that apply)
- A. You trust the university's decision in hiring the teacher \_\_\_\_
- B. Teachers should be respected for their knowledge and contribution to society and evaluation would be an insult \_\_\_\_
- C. Evaluation would effect student's perception of teacher qualification and efficiency \_\_\_\_
- D. Evaluation would effect teacher control and authority in the classroom in particular and the university in general \_\_\_\_
- E. Other. Please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. It appears from university policy that, in general, as a student your only participation in teacher evaluation is if you file a complaint against your teacher. In addition, a teacher is not investigated unless a number of students file complaints. Are you satisfied with this degree of participation in teacher evaluation?

A. Yes. Please explain \_\_\_\_\_

B. Somewhat. Please explain \_\_\_\_\_

C. No. Please explain \_\_\_\_\_

D. Other. Please explain \_\_\_\_\_

8. What kind of complaints do you consider appropriate for a student to file against a teacher? (check all that apply)

A. Lack of academic preparation \_\_\_\_

B. Bad social attitude \_\_\_\_

C. Poor organization and presentation of course material \_\_\_\_

D. Unfair grading \_\_\_\_

E. Other. Please explain \_\_\_\_\_

9. If you have been among the students who have filed a complaint, what was the nature of your complaint? Did the complaint result in any changes? If so, how long was it before you saw results?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. If the university wished to design a system of evaluation in order to evaluate faculty and asked you to participate in establishing criteria and standards for teaching, what would you suggest?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. On the following scale, indicate how important you believe an evaluation system would be for your university. (\*1 represents the least important, \*10 represents the most important)

[illegible]

12. If you feel like commenting on this study, please feel free to do so

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-١-

عزيزتي الطالبة: ارجو كتابة تفضيّل إجابه على أسئلة الإستماره التفصلي:

الرجاء وضع علامه ( ✓ ) امام الإجابة المناسبه.

١- خلال فترة دراستك الجامعيه، هل طلبت منك إدارة الجامعة أو إدارة القسم المشاركة في تقييم الاداء الاكاديمي لهيئة التدريس.

١ نعم  
٢ لا

٢- في حالة إجابتك بنعم على السؤال الاول، هل كانت مشاركتك

١ مرتين في السنه  
٢ مرة في السنه  
٣ مرة كل سنتين  
٤ مرة واحدة طوال فترة دراستك الجامعيه

٣- في حالة مشاركتك في التقييم هل كان ذلك

١ تفهيمًا  
٢ تحريري على شكل مجموعة أسئلة  
٣ غير ذلك، ومضى

٤- هل تعتقد انه ليس هناك داعي أو ضرورة لإشتراك الطلبة في تقييم الهيئة التدريسيه في الجامعة وذلك يرجع الى:

١ شكك في قرار وراي إدارة الجامعة عند تدهين عضوات الهيئة التدريسيه  
٢ ضرورة إحترام الامتاده الجامعيه وتقديرها لها وملت له من العلم حيث ان التقييم سيكون بمشابه إهانه لها.  
٣ تقييم الطلبة للامتاده له تاثير ملبي على مكانة الامتاده في نظر الطلبة، مما يؤدي الى الإعتقاد بان كفاءة الامتاده الجامعيه محل للشك.  
٤ غير ذلك ومضى

-٢-

٥- هل تعتقدى انه من الاجدر بان يكون لك دور في تقييم الاداء الاكاديمي لهيئة التدريس؟

- ١ نعم  
ب لا ، هذه مسئولية إدارة الجامعة فقط  
ج لا ، فالطالبه الجامعيه ليست مؤهله لذلك  
د إجابة ب و ج معاً.

٦- هل تعتقدين بان مشاركتك في تقييم الاداء الاكاديمي لهيئة تدريس الجامعة لها الاثر في:-

- ١ تحسين العمليه التعليميه وذلك برفع مستوى الاداء الاكاديمي للاستاذ وازدياد استيعاب وتفهم المواد بطريقه افضل من قبل الطالبات.  
١ نعم كثيراً  
٢ نعم الى حد ما، وضحى  
٣ نعم قليلاً، وضحى  
٤ لا علاقه بينهما

ب سيمود باشار سلبيه على علاقه الاستاذ به الطالبه ويؤدى الى اخذ موقف عدائى من قبل عضوه هيئه التدريس تجاه الطالبه

- ١ نعم، وضحى  
٢ نعم الى حد ما وضحى  
٣ ليس هناك تاثير اهدأ

٧- إن دور الطالبه في نطاق تقييم هيئه التدريس يقتصر على الشكاوى التي تقدمها الطالبه ضد الاستاذ والتي لا ينظر فيها جدياً الا اذا تعددت الشكاوى ضد الاستاذ من قبل عدة طالبات. هل انت راضيه بهذا الدوا؟

- ١ نعم، وضحى  
ب الى حد ما، وضحى  
ج غير ذلك، وضحى

٨- ما نوع الشكاوى التي تؤخذ بعين الاعتبار من قبل إدارة الجامعة في حالة تقديمها من قبل الطالبه ضد عضوه من هيئه التدريس (بإمكانك اختيار اكثر من إجابة).

- ١ سوء الإعداد الاكاديمي للماده  
ب سوء سلوك الاستاذ الاجتماعى في معاملتها مع الطالبات داخل الفصل.  
ج سوء تنظيم وتسلط الماده المشروحه.  
د سوء التقدير عند تصحيح الاختبارات  
هـ غير ذلك، وضحى

-٣-

٩- إذا سبق لك أن قدمت فكرة ضد أستاذ ما هي؟ وماذا كانت النتيجة؟ وهل كانت لصالحك أو لصالح الأستاذ؟ (وحي بالتفصيل)

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١٠- إذا قررت إدارة الجامعة وضع نظام لتقييم الأداء الأكاديمي لهيئة التدريس وطلب منك المشاركة في وضع المقاييس والمعايير لهذا التقييم ماذا ستقترحين؟

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١١- في رأيك الشخصي ما مدى أهمية وجود نظام تقييم كامل للأداء الأكاديمي لمعوقات هيئة التدريس في الجامعة، أذكر بعلامه (✓) على الرقم المناسب في السلم التدريجي الآتي: مع العلم بأن السلم يتدرج تصاعدياً من غير هام إلى هام.

غير هام ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ هام

١٢- إذا كان لديك تعليق أو اقتراح يتعلق بهذا البحث أرجو أن تتفطلي بكتابته ولفك جزيل الشكر.

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**APPENDIX J**

**LETTER OF THE DEAN OF K.A.U. (WOMEN'S SECTION)**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

P.O. Box: 1540

JEDDAH - SAUDI ARABIA

Tel. 6879033 - 6879130

6879232 - 6879404

Cable : JAMEATABDULAZZ

Telex: 401141 KAUNI SJ



ص.ب: ١٥٤٠ - جدة

تليفون: ٦٨٧٩٠٣٣ - ٦٨٧٩١٣٠

٦٨٧٩٢٠٢ - ٦٨٧٩٤٠٤

برقيا: جامعة عبدالعزيز

تلكسي: ٤٠١١٤١ ذوالى

الرقم ٤٠٧٢ / ٦٠٤

التاريخ ١٤٠٧/٦/٢٨هـ

المرفات

Ref. ....

Date .....

Encl. ....

المكرمه الانسه مناء احمد منصور

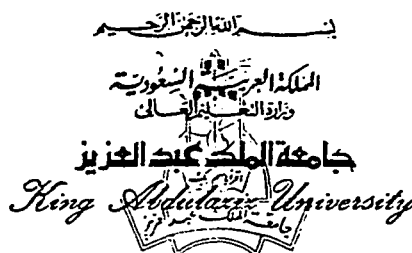
السلام عليكم ورحمة الله وبركاته،

ولمنا خطابه (المرئق مورته) والخام بطلبك معرفه المعايير التي يقوم عليها تقديم عفو هيئه التدريس في جامعه الملك عبدالعزيز.

وسمعتا ان تقدم لك كل عون في هذا المجال كما نود إضائتك بأن عفو هيئه التدريس في الجامعه لا يخضع للتقديم في فترات دوريه خلال العام كمثل المدرسه.. وانما يخضع للتقديم مرة كل عام.. على أن يتم الرجوع الى شتائج هذا التقديم عند ترقيه الامتداد (بالاخذاه الى نشاطاته العلميه في مجال الابحاث وتاليه (الكتب) او عند إنتدابه او التصاقه معه إن كان متضافراً..

ومسك نموذج صادر من جامعه الملك عبدالعزيز (مرفق مورته) تعتمد عليه جميع الكليات بالجامعه في التقديم الرسمي لاقضاء هيئه التدريس ويقوم بتعيينه عييد الكليه او وكيلها وبالنسبه لقسم الطالبات بجامعه الملك عبدالعزيز بجده فان وكيله الكليه هي التي تقوم بإعدادة ويعتمد من قبل المشرفه العامه على قسم الطالبات وتستند وكيله الكليه على عدد من المصادر عندما تقوم بإعداد هذا التقرير اولها وأهمها رأى رئيسه القسم المختص فهي التي تتعامل مع الامتداده بطريقه مباشره وتستطيع الحكم على مستوى اداءها الاكاديمي من نقاقها معها وامتناعها لمدى تكيها من الاماده العلميه لتفهمها وكذلك تعتمد على نسبه فكاوى الطالبات منها كما تعتمد وكيله الكليه على هذا المصدر ايضاً وقد اجتمعت بين الكليات واعدت شتائج إمتقناه خاصه (مرفق مورته نموذجين منها) تقوم الطالبات بتعيينها بعد اختيار عينه عشوائيه من الطالبات الثلاثي تقوم بتدريسهن الامتداده على أن تشكل لجنه في الكليه يقع على عاتقها عبر تدقيق البيانات من تلك المصادر.. واعداد تقرير بذلك وتقديمه الى وكيله الكليه..

P.O. Box: 1540  
JEDDAH - SAUDI ARABIA  
Tel. 6879033 - 6879130  
6879202 - 6879404  
Cable : JAMEATABDULAZZ  
Telex: 401141 KAUNI SJ



ص.ب. ١٥٤٠ - جدة  
تليفون: ٦٨٧٩١٣٠ - ٦٨٧٩٠٣٣  
٦٨٧٩٤٠٤ - ٦٨٧٩٢٠٧  
بريئة: جامعة عبدالعزيز  
تلكس: ٤٠١١٤١ كالي

Ref. ....  
Date.....  
Encl. ....

الرقم .....  
التاريخ .....  
المرفقات .....

-٢-

كما أن رتبة القسم هي التي تعلم مدى مشاركة الامتاده في تطوير القسم ومدى مواظبتها في حضور محاضراتها وسماعاتها المكتبية.. ودرجة حماسها للمهام الموكلة لها وقدرتها على تحمل المسؤولية وكذلك درجة تعاونها وتجاوبها مع الطالبات ومع الآخرين.

من المصادر الاخرى التي تعتمد عليها وكالة الكلية في تقييم الامتاده ايضاً مدى تشجيعها للنشاط الطلابي ومشاركتها بأي أنشطة أو محاضرات أو حلقات دراسية خاصة بالقسم المختص أو ندوات أو ابحاث سواء خامة بتلك الأنشطة الطلابية أو في داخل الكلية أو خارجها سواء داخل الجامعة أو خارجها ومن تلك الأنشطة خارج الجامعة الاشتراك في ندوات ومحاضرات تقوم بها الجمعيات النشائية بالتنسيق والاعداد والتنظيم لها.

نرجو أن يكون قد تمت إفادتكم بالمطلوب وإن كان هناك أي معلومات إضافية تودين معرفتها فلا مانع من حضورك وقيامك شخصياً بجمع المعلومات المطلوبة في هذا المجال.

وفقك الله واعانك على إكمال سيرك العلمي.

وليك تحياتنا.

المشرفة العامة على قسم الطالبات  
د. بلقيس بنت الشريف ناصر بن علي



**APPENDIX K**

**LETTER OF PERMISSION TO ENTER K.A.U. CAMPUS**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية  
وزارة التعليم العالي

جامعة الملك عبد العزيز

*King Abdulaziz University*

P.O. Box: 1540  
JEDDAH - SAUDI ARABIA  
Tel. 6879033 - 6879130  
6879202 - 6879404  
Cable : JAMEATABDULAZIZ  
Telex: 401141 KAUNI SJ

ص.ب: ١٥٤٠ - جدة

تليفون: ٦٨٧٩٠٣٣ - ٦٨٧٩١٣٠

٦٨٧٩٢٠٢ - ٦٨٧٩٤٠٤

برقيا: جامعة عبد العزيز

تلكس: ٤٠١١٤١ كاوني

Ref. ....

Date ....

Encl. ....

الرقم .....

التاريخ ١٤٠٧/٨/٦ هـ

المرفقات .....

حضرة المحوولة عن الامن

السلام عليكم ورحمة الله وبركاته،

الرجاء السماح لائمه مناء احمد منصور بالدخول من البوابه الشرقيه وذلك  
خلال الفصل الثاني من العام الدراسي ١٤٠٧هـ.

وتقبلوا تحياتي.

المشرفه العامه على قسم الطالبات

د. بلقيس بنت الشريف ناصر بن علي

**APPENDIX L**

**THE REVIEWED TEACHER EVALUATION PROGRAM**

**A TEACHER EVALUATION PROGRAM PROPOSED TO  
K.A.U. (WOMEN'S SECTION)**

By  
SANA MANSOUR

Dear Select Members at K.A.U. (Women's Section):

What follows is a proposed program for teacher evaluation to improve student learning. This program has been especially designed for the Women's Section at K.A.U. and may be employed in other women's Universities in Saudi Arabia. The researcher, Sana Mansour, conducted interviews of top administrators, and surveyed students and faculty member at K.A.U., as partial fulfillment of the dissertation requirement, at Portland State University, in April 1987. The findings of these interviews and surveys have contributed greatly to the development of this program.

At this stage of the study, it is essential that the proposed program be reviewed by selected administrators and faculty members at K.A.U. Such a review will help to shape the proposed program and thus enhance its final version.

Please consider this package and provide feedback in the appropriate forms of review. Please respond within a week from the date you receive this package. Thank you for your cooperation.

Sincerely,

Sana Mansour

Date



## BACKGROUND

Findings of surveys and interviews led to the strong indication by Administration, faculty and students to the need for a formal evaluation system. Consider these findings from the surveys and interviews conducted by the researcher at K.A.U. in April 1987:

### SELECTED FINDINGS FROM SURVEY AND INTERVIEWS

#### Faculty Findings

- o Of the 55 faculty members surveyed, 61% believe that teaching evaluation is important.
- o Only 20% expressed satisfaction with the current method of teacher evaluation;

#### Student Findings

- o Of the 224 senior students surveyed, 76% believe that students should participate in the evaluation of their instructors.
- o 90% believe that student participation in evaluation process would also improve the learning process.
- o 27% said that they were too afraid to file a complaint against their instructors; 9% said that

they have complained, but in all instances the instructor prevailed.

#### Administrator Finding

- o Of the five deans and administrative personnel surveyed, all five favor a system for formally evaluating teaching; and of these, four favor student participation in such a system.

Taken together, such findings call for the employment of a formal system of evaluating teaching at K.A.U.

Those reviewing the proposed program will recall that they themselves, in two ways, have already had a considerable impact on the designing of the proposed evaluating program:

First, by the results of a faculty survey that was conducted in April 1987 in which faculty members presented their views on different methods of evaluating teaching -- peer evaluation, department chair evaluation, expert evaluation, self-evaluation with the assistance of a video camera. Survey results indicate faculty disapproval of the aforementioned methods.

Second, by the experience of the College of Economy and Administration when it made serious effort to evaluate its teaching. In that instance, the effort was thwarted, and the evaluation procedure was halted. Such experiences have helped to direct the present study in its quest for other alternatives in the design of a workable evaluation Program.

In summary the following pages contain:

A. A description of the three major components of the Program .

1. Campus orientation on the subject of teacher evaluation.
2. Students rating form and procedure for its administration and collection.
3. Guidelines for class instructor to interpret and analyze students responses and to improve instruction.

B. Review Forms: For use by selected faculty and administrators in reviewing the clarity and feasibility of this program.

Please review the proposed program carefully and provide your views about its effectiveness and feasibility on the appropriate forms. Review forms are provided to you within this packet. In addition, your suggestions and comments on items of the three components, or on the program in general, are welcomed. Please provide them on the appropriate forms.

**First Component: Campus Orientation**

The employment of teacher evaluation at Saudi Arabian universities is somewhat new. Therefore, in order to prevent misunderstandings of its objectives, information detailing these should be made readily available to students as well as faculty and administrators. To accomplish this, the research suggests the following:

1. Distribution around K.A.U. campus of brochures (developed by the researcher) explaining the system, clarifying its objectives, and emphasizing the importance of shared responsibility and mutual cooperation among students and faculty, which in turn will lead to improvement of the teaching and learning process. The brochures would also indicate the usage of teacher evaluations at universities in first-world countries;
2. Sending the Director of K.A.U. Library, Women's Section, a list of books selected (by the the researcher) from the available U.S. literature pertaining to faculty development, and improvement of instruction based on such evaluations;
3. Posting at various places on campus a letter, written by the researcher, that: one, documents what His Majesty King Fahd ben Abdualaziz has said about the importance of monitoring the achievements of public employees during the conduction of their jobs; two, provides a brief summary of the study findings which demonstrate a need at K.A.U. for a formal system of evaluating teaching; and three, encourages faculty and students to resolve their misunderstandings through direct, courteous, professional methods of communication, which in turn will be supportive and helpful to faculty and students.

**Second Component of the Program: Student Ratings**

This section consists of the following: one, the Student Instructional Rating Form; two, Procedures for Administering Student Forms; and three, Methods of Form Usage during the Academic Term. The Student Instructional Rating Form has been developed by the Center for Instructional Development at Syracuse University. Two items in the form have been added by the researcher.

Student Instructional Rating Forms. (See form on pages 8-9) Evaluate performance in seven major aspects of instruction:

1. Organization of Subject Matter and Course
2. Effective Communication
3. Knowledge of and Enthusiasm for the Subject
4. Positive Attitude toward Students
5. Fairness of Examinations and Grading
6. Flexibility in Approaches to Teaching
7. Students' Learning Outcome

Rating Scale. It is a five-point rating scale as follows:

- U - Unsatisfactory rating (1 point)
- BA - Below Average rating (2 points)
- A - Average rating (3 points)
- AA - Above Average rating (4 points)
- O - Outstanding rating (5 points)

Student Rating Protection. On the rating form students are instructed not to write their names, thus enabling them to express their opinions freely without fear that their identity will be discovered.

Procedures for Administering Student Forms.

1. Prior to the distribution of the forms to students, the class instructor will briefly explain the components of the form and its objectives, instructing the students as well not to write their names on the forms.
2. The class instructor leaves the forms on her desk and leaves the classroom for approximately fifteen minutes.
3. The students complete the forms and return them to the instructor's desk in an envelope that has been left by the instructor.
4. The class instructor returns and takes possession of the envelope. Students who were unable to complete the forms in the allotted time may do so later and place them, in a sealed envelope, in the instructor's mailbox or on her desk.

Methods of Form Usage During the Academic Term. There are two methods from which to choose. The forms may be administered either once or twice during the academic term. In the first instance, it could be administered at end of semester, either before or after finals. To test her own

perception of student learning in the course, the instructor might wish to fill out a form herself, indicating how she would expect her students to repond, and then compare her predictions with the students' actual responses.

Another method, administering the form twice per semester, once at mid-semester and then again at the end of the semester, can give the instructor the opportunity to identify weak points in her teaching so that she can try to correct them. The second rating by students at end of semester would then enable her to gauge her improvement.

It is important to keep in mind that all students -- not merely a limited sample of students -- would participate in the evaluation of an instructor. Furthermore, faculty instructing a number of classes ought not to limit student ratings to a single class. Students in all classes ought to participate in instructional ratings.

---

# STUDENT INSTRUCTIONAL RATING QUESTIONNAIRE

Students are not to write their names on form.

Rate the Instructor on each of the items listed below, using the following five-point rating scale by circling the number to the right that best represent your response.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
1	2	3	4	5

## Good Organization of Subject Matter and Course

	U	BA	A	AA	O
Being prepared for class	1	2	3	4	5
Using class time appropriately	1	2	3	4	5
Presenting topics with a logical progression	1	2	3	4	5
Reviewing and summarizing course material	1	2	3	4	5
Presenting course plan syllabus	1	2	3	4	5

## Effective Communication

Communicating effectively outside of class	1	2	3	4	5
Varying tone to show vocal expression	1	2	3	4	5
Responding to student questions and comments	1	2	3	4	5
Presenting examples to clarify points	1	2	3	4	5

## Sufficient knowledge of and enthusiasm for the subject

Relating new ideas to familiar concepts	1	2	3	4	5
Relating course content to recent developments	1	2	3	4	5
Sustaining students interest in class	1	2	3	4	5
Demonstrating command of the subject matter	1	2	3	4	5

## Positive attitude toward students

Using constructive criticism	1	2	3	4	5
Helping students to understand the material	1	2	3	4	5
Encouraging student discussion	1	2	3	4	5
Willing to listen to students' point of view	1	2	3	4	5



<u>Fairness in examination and grading</u>	U	BA	A	AA	O
Clarifying grading procedures	1	2	3	4	5
Designing examination to reflect the content and emphasis of the course	1	2	3	4	5
Grading assignments fairly	1	2	3	4	5
Providing useful feedback	1	2	3	4	5
<u>Flexibility in approaches to teaching</u>					
Varying instructional techniques	1	2	3	4	5
Using lecture versus discussion at appropriate times	1	2	3	3	4
Using methods that augment readings to facilitate student learning	1	2	3	4	5
Using examples and illustrations	1	2	3	4	5
<u>Appropriate student learning outcomes</u>					
Extent of intellectual challenges and stimulation	1	2	3	4	5
Increase in understanding of concepts and principles in this field	1	2	3	4	5
Increase in competence in this subject	1	2	3	4	5
Increase in ability to communicate clearly about this subject	1	2	3	4	5

Source: Items and scale are developed by Center for Institutional Development, Syracuse University.

### Third Component

This section of the Program contains the following factors:

- o Ensuring Confidentiality
- o Analyzing Students Responses
- o Interpreting Students Responses
- o Improvement Strategies

Ensuring Confidentiality. Who sees and analyzes student response? Students responses are for the eyes of the instructor only. If the instructor is comfortable with sharing the results, she may do so; but that would be entirely her own choice.

Analyzing Responses. Findings of students' instructional rating need to be presented in a clear and organized fashion. Tables containing students' ratings of survey items need to be developed (see Sample Sheet 1): five items are listed. You may summarize and simplify items with numbers or letters. An example summary of the ratings of ten students on five items is shown in Sheet 1. If the number of students is relatively small the instructor can eyeball ratings easily and get a good idea of highs and lows of the ratings. Keep in mind the five-point rating scale upon which your students are rating instruction. Unsatisfactory (1), Below Average (2), Average (3), Above Average (4) and Outstanding (5). If a personal computer is acces-

sible, and the instructor is knowledgeable in its use, the information can be stored. Computer usage saves time in judging consistencies in student's responses and it facilitates perceiving relationships between student's different responses.

Interpreting Responses. In addition to developing tables that list responses is the development of tables that indicate highs and lows of the ratings. To interpret responses in Sample Sheet 1, Sample Sheet 2 has been developed. The five items are listed and percentages of students responses to each item is listed next to it. For example, 70% of students gave the instructor an Above Average rating in item 1 which is "Being Prepared For Class." 80% of the students rated the instructor below Average in item 2, "Using Class Time Appropriately." The right side of Sample Sheet 2 summarizes highs and lows of student results. It indicates the mean, mode, and range of student responses. By examining responses indicated in Sample Sheet 2, the instructor can readily identify both perceived strong or weak points of instruction. On this basis, the instructor can proceed to the next step, which would be to improve items which received a low rating, and to maintain and strengthen strong points of instruction. The following step is to improve items which received low rating, to keep on strengthening strong points of instruction.

# SAMPLE SHEET 1

Students	Being Prepared for Class	Using Class Time Appropriately	Presenting Topics with Logical Expression	Reviewing & Summarizing Course Material	Presenting Course Plan and Syllabus
1	5	4	2	3	4
2	4	3	2	3	4
3	4	3	2	2	4
4	3	3	3	3	4
5	3	4	2	3	3
6	4	3	2	2	3
7	4	4	3	4	4
8	4	3	2	3	4
9	4	4	2	3	5
10	4	4	2	3	4

## Rating Scale:

Unsatisfactory	1 point
Below Average	2 points
Average	3 points
Above Average	4 points
Outstanding	5 points

# SAMPLE SHEET 2

		Percentages					Students	
		U	BA	A	AA	O	Mean	Mode Range
Being Prepared for Class	%			20%	70%	10%		
	N			(2)	(7)	1	3.90	4 3-5
Using Class Time Appropriately				50%	50%			
				(5)	(5)		3.50	4 + 3 3-4
Presenting Topic with Logical Expression			80%	20%			2.20	2 2-3
			(3)	(2)				
Reviewing and Summarizing Course Material			20%	70%	10%		2.90	3 2-4
			(2)	(7)	(1)			
Presenting Course Plan and Syllabus				20%	70%	10%		
				(2)	(7)	1	3.90	4 3-5

## Codes:

U = Unsatisfactory = 1  
 BA = Below Average = 2  
 A = Average = 3  
 AA = Above Average = 4  
 O = Outstanding = 5

Improvement Strategies. There are a number of options instructors can employ in order to improve their teaching performance.

First. The Arabic literature is rich on the subject of effective teaching. Instructors needing to develop aspects of their teaching may want to look at this literature and seek solutions to their problems. In addition to that, the U.S. literature includes a considerable body of research on faculty development (see list on page 17). Instructors comfortable with the English language might benefit from reviewing the U.S. solutions to instructional problems.

Second. The class instructor may feel comfortable discussing findings with a close colleague. This might shed light on the issue discussed and aid in teaching effectiveness.

Third. The class instructor may want to obtain instructional aid from outside the campus.

Fourth. Each department or college may sponsor a workshop for instructors who wish to talk about their teaching experiences. In this way instructors could benefit from learning about the pedagogical successes of other instructors.

Fifth. An open discussion between instructors and students could spotlight ways in which both might improve the educational process.

Sixth. Instructors receiving highly favorable evaluations could start workshop activities and offer their expertise for fellow faculty members seeking help and support.

If an instructor doesn't wish to associate with anyone during the analysis and development process, the responsibility and improvement rests solely with the instructor and her own personal judgment.

Positive frequencies in student responses ought to be considered carefully so that positive teaching qualities may be maintained and strengthened by individual instructors.

#### Important Notes

1. Instructors ought not to be restricted to faculty development factors proposed by the guide/model. Instructors are encouraged to be creative when solving instructional problems. After all, no one knows you better than you know yourself.
2. Instructors might find irresponsible and disrespectful comments on survey forms. However, such responses would only come from a small minority of students, and it should not discourage or prevent a procedure that could be beneficial to a whole class.
3. Some of the negative frequency of student responses might pertain to the social attitude of their instructor. In such instances a change of behavior is essential on the instructor's part insofar as her behavior

adversely affects student learning. More importantly, instructors tend to be perceived as models by their students and, therefore, should manifest positive attitude.



**REVIEW FORMS**

Using the attached review forms, please provide feedback on the feasibility of the various features of the proposed teacher evaluation program that have been described on the previous pages. Please check the most appropriate answer that best represent your opinion. Your review covers elements of the 3 major component of this program. Comments and suggestions on the model's different element feasibility and effectiveness may be given in the lower part of the form.

Review FormReview of First Component: Campus OrientationFirst Element:

Do you think brochure distribution around K.A.U. campus will promote support to the implementation of a formal evaluation system of teaching?

- ☐ Yes, greatly
- ☐ Yes, some
- ☐ Yes, little
- ☐ None, why not?

Second Element:

Do you believe obtaining books by K.A.U. Library on issues concerning faculty evaluation will promote its usage?

- ☐ Yes, greatly
- ☐ Yes, some
- ☐ Yes, little
- ☐ None, why not?

Third Element:

Do you think posting the letter proposed by the researcher around campus boards in order will encourage the University population to employ formal evaluation?

- ☐ Yes, greatly
- ☐ Yes, some
- ☐ Yes, little
- ☐ None, why not?

Other comments on component. What else might be done to provide an introduction and orientation to the system?

### Review form of Questionnaire Administration

Please review the following steps of the procedures for administering student questionnaires and answer the following questions about this process.

Step One: Brief explanation of the instructor of student rating objectives.

Step Two: Instructor leaves classroom while students respond to questionnaire.

Step Three: Students return questionnaire to instructor's desk in an envelope.

Step Four: Instructor returns to pick up answered questionnaires.

Do you find this procedure clear?

Do you think this procedure will ensure confidentiality?

Do you wish to suggest anything with respect to the procedure? Any changes? Any additions?

### Review Form of the Second Component

#### Review of Students Instructional Rating Form.

Please review items of Students Instructional Form by circling the number that best represents your opinion. Rating is on the basis of clarity and importance. The rating scale is 1--not clear, 2--somewhat clear, 3--clear. The rating scale for importance is 1--not important, 2--somewhat important, 3--important.

	Not Clear	Some- what Clear	Clear	Not Imp	Some- what Imp	Imp
	1	2	3	1	2	3
<b>Section 1 Organization of Subject Matter on Course</b>						
o Being prepared for class	1	2	3	1	2	3
o Using class time appropriately	1	2	3	1	2	3
o Presenting topics with logical expression	1	2	3	1	2	3
o Reviewing and summarizing course material	1	2	3	1	2	3
o Presenting course plans and syllabus	1	2	3	1	2	3
<b>Section 2 Effective Communication</b>						
o Communicating effectively outside of class	1	2	3	1	2	3
o Varying tone to show vocal expression	1	2	3	1	2	3
o Responding to students' comments and questions	1	2	3	1	2	3
o Presenting examples to clarify points	1	2	3	1	2	3
<b>Section 3 Sufficient Knowledge and Enthusiasm for the Subject</b>						
o Relating new ideas to familiar concepts	1	2	3	1	2	3
o Relating course content to recent developments	1	2	3	1	2	3
o Sustaining student's interest in class	1	2	3	1	2	3
o Demonstrating command of the subject matter	1	2	3	1	2	3

	Not Clear	Some- what Clear	Clear	Not Imp	Some- what Imp	Imp
	1	2	3	1	2	3
<b>Section 4 Positive Attitude Toward Students.</b>						
o Using constructive criticism	1	2	3	1	2	3
o Helping students to understand the material	1	2	3	1	2	3
o Encouraging student discussion	1	2	3	1	2	3
o Willing to listen to student's point of view	1	2	3	1	2	3
<b>Section 5 Fairness in Examination and Grading</b>						
o Clarifying grading procedure	1	2	3	1	2	3
o Designing examination to reflect the content and emphasis of the course	1	2	3	1	2	3
o Grading assignments fairly	1	2	3	1	2	3
o Providing useful feedback	1	2	3	1	2	3
<b>Section 6 Flexibility in Approaches to Learning</b>						
o Varying instructional techniques	1	2	3	1	2	3
o Using lecture versus discussion in appropriate times	1	2	3	1	2	3
o Using methods that augment readings to facilitate student learning	1	2	3	1	2	3
o Using examples and illustrations	1	2	3	1	2	3
<b>Section 7 Appropriate Student Learning Outcome</b>						
o Extent of intellectual challenge and stimulation	1	2	3	1	2	3
o Increase in understanding of concepts and principles in this field	1	2	3	1	2	3
o Increase in competence in this subject	1	2	3	1	2	3
o Increase in ability to communicate clearly about this subject	1	2	3	1	2	3

**Review Form of Third Component**

Review of Analysis and interpretation procedure.

Do you find data analysis of student responses clear and helpful?

Do you find interpretation of student responses clear and helpful?

Comments

### Review Form of Improvement Strategies

Please review the following improvement strategies by circling the number that best represents your opinion on a 4-point scale on the basis of likely to be effective to not effective. The Review Scale represents 1--not effective, 2--somewhat effective, 3--effective.

	Not Effective	Somewhat Effective	Effective
	1	2	3
1. Review of Arabic and American literature seeking solutions for instructional problems.	1	2	3
2. Discussion of Findings with a close colleague.	1	2	3
3. Obtaining outside help from an expert in the field.	1	2	3
4. Starting workshops in every department or college.	1	2	3
5. An open discussion between the instructor and her students.	1	2	3
6. Instructors with high ratings in instruction supporting others seeking help	1	2	3

Comments:



General Comments and Suggestions on the Proposed Program

Please feel free to comment on the program. If you feel like adding factors or information concerning this package please do so.

**APPENDIX M**

**FACULTY COMMENTS**

## FACULTY COMMENTS

--Don't mind students evaluation if the students are mature enough.

--Our society is not prepared for this.

--The evaluation may encourage lazy students to be against their instructor.

--I cautiously support students evaluating their instructors.

--We should not compare our universities with the universities abroad. Societies differ.

--The questionnaire is vague.

--The questionnaire is skillfully written and covers all important areas.

--I refuse to answer any questions. How could you evaluate an instructor with 20 years of experience in teaching?

--To have a valid evaluation, evaluating must come as a surprise.

--Evaluation should be limited to curriculum examination, research and teaching.

--Evaluation takes place during the hiring process. Evaluating class performance of faculty is embarrassing.

--Self evaluation is the only alternative.

--Suggest academic supervision over lecture.

--Evaluation must not take place in the classroom.

--The evaluation requires honesty and accuracy, knowledge and fear of God on the part of the evaluator. Such qualities exist in few people.

--The instructor must not fear that she's being evaluated.

--It is important to notify the instructor when the evaluation occurs.

--What about seminars on faculty development, attended by all faculty members.

**APPENDIX N**

**STUDENT COMMENTS**

## SELECTION OF STUDENT COMMENTS

--The researcher might be of help to students in following up with the university administration to implement student evaluation of teaching.

--I wish the researcher success.

--Evaluation should be focused on the subject matter and lecture presentation. And it is a student's right to evaluate without the instructor's knowledge.

--Students' opinions are important.

--I advise the researcher to seek the truth and not side with the instructors.

--We are used as mice for an experiment. Students will not benefit from this study, the researcher will.

--I hope our answers are taken seriously.

--Instructors think that they should be worshipped.

--Student participation gives them confidence and importance. It makes them feel in communication with their instructors.

--Evaluating instructors needs experts. Students should complain. Evaluation is the administration's responsibility, otherwise chaos occurs.

--I hope this study is not just ink on paper.

--This study is complete and accurate and can serve education.

--Even if we had suggestions, is anyone listening?

--Faculty and students' orientation on the objectives of teacher evaluation is important.

--This study is new. Students are not qualified to participate in the evaluation process.

--Students' evaluation of instruction must not be taken as an insult by the instructor.

--I hope the researcher can uncover some of the ugly things that occurs on campus.

--The University administration must be blamed for not thinking of this issue.

--This study is excellent. Usually instructors treat students in an ugly way.

--This study could help some instructors who have empty brains.

--This study is excellent. Could students' evaluation of instruction be really applied.

--Could this study bring respect to students?

--The voice of university students is not heard and their opinion is not important.

--Findings of student questionnaire should be revealed to students in all departments.

--Suggest establishing a box for suggestions and complaints, where student can complain against their instructor without having fear that their identity is discovered.

**APPENDIX O**

**LETTER OF APPROVAL FROM SYRACUSE UNIVERSITY**

7.13.88 m

July 7, 1988

Dr. Robert M. Diamond  
Center for Instructional Development  
Syracuse University  
Syracuse, NY 13210

Dear Dr. Diamond:

I would like permission to adapt the items suggested for the student instructional rating survey in A Guide to Evaluating Teaching for Promotion and Tenure (ed. Robert M. Diamond), 1987. The survey instrument (see attached) would be included in a set of guidelines for use in Saudi Arabian colleges and universities to improve instructional practices.

I appreciate your consideration of this request.

Sincerely,

*Sana Mansour*

Sana Mansour  
215 SW Cerventes  
Lake Oswego, OR 97034

Attachment

cc: Mary K. Kinnick, Doctoral Advisor

Permission is hereby given for the use of the material.

Best of luck on your project!



Dr. Robert M. Diamond,  
Director  
Center for Instructional Development